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ABSTRACT

The report describes the goals and achievements of a project to develop a competency based curriculum for paraprofessionals serving severely, profoundly, and multiply handicapped persons. The development of curriculum modules in health care, special education, communication, and recreation is discussed, and field testing procedures with employees at a state institution for the mentally retarded are reviewed. Nine program objectives are listed, covering validation of competencies and modules, selection of delivery mode, development of materials/procedures for orientation, dissemination, and management. Third party evaluation results are noted for each objective. Extensive appendixes include sample forms and a paper by J. Secrist, "Statewide Inservice Training Programs for Paraprofessionals: A Selected Review." (CL)

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Boise State University

Human Service Technician Project

Final Project Report

June 1978 - May 1980

Project Staff

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HUMAN SERVICE TECHNICIAN PROGRAM

Program Narrative and Objectives

Purpose

The purpose of this project is to develop a competency based curriculum for paraprofessionals serving severely, profoundly and multiply handicapped. The term Human Service Technician is used to refer to any person who is providing educational opportunities for handicapped individuals on a non-professional basis. A Human Service Technician encompasses the following roles: direct care staff in state institutions for the severely handicapped; therapy aides in Adult and Child Development Centers; and teacher aides in public schools. These technicians are specialists who functions as part of a treatment team. Although they do not usually assume responsibility for overseeing the total program of a center, they often have direct responsibility for a group of clients within a center or unit.

In an effort to insure these technicians have skills which will allow them to optimally perform their task, the Human Service Technician Program has identified key competencies and developed a curriculum to teach such competencies. This curriculum, the Human Service Technician In-Service Training Modules, has been designed to up-grade the quality of care for severely, mutiply and profoundly handicapped individuals by upgrading skills of paraprofessionals. It is the primary purpose of this project to provide inservice training to paraprofessionals. A secondary purpose of the project is to field test the curriculum developed at Boise State University through a Program Assistance Grant from the Bureau of Education for the Handicapped, Division of Personnel Preparation.

The Human Service Technician competencies have been identified by a task force of specialists in the area of education for the severely handicapped. The procedure for the competency identification will be detailed later. Human Service Technician training is directed toward achieving these specific competencies. A person involved in the program is called a trainee. Trainees acquire the Human Service Technician competencies; building on strengths and competencies already possessed. The Human Service Technician program offers an opportunity for professional growth as well as unversity credit and certification, which accompanies the training.

The intention of the Human Service Technician program is to thoroughly prepare paraprofessional individuals to work with the severely, profoundly, and multiply handicapped in a way which promotes growth and development for handicapped adults and children.

Need

Many disciplines are involved in the care and education of the handicapped. However, it is the responsibility of the direct care staff to demonstrate the competencies required to meet the basic client health care and fundamental skills training needs of the handicapped. As programs provided to severely, profoundly and multiply handicapped in Idaho move away from generally custodial and maintenance efforts into areas of education and training, as required by the implementation of PL 94-142, the paraprofessional Human Service Technician is seen as an emerging role within the broad field of professional and paraprofessional roles required. The Human Service Technician will have more responsibility and influence in the education of the handicapped and as a result will need to be better prepared.

Our research has shown that in Idaho, many severely and mulitply handicapped school aged children are presently being served in local and state facilities and public schools without adequately trained attendants and aides. These aides are receiving limited preservice training for the positions they hold. The need of a project to train paraprofessional Human Service Technicians was established by the fact that despite the growing number of special education programs, paraprofessional individuals are not being trained in sufficient numbers.

Background

In May, 1975, the Bureau of Education for the Handicapped, Division of Personnel Preparation, awarded to the Idaho State Department of Health and Welfare a three year program assistance grant, entitled Project for the Care and Training of the Handicapped. The basic goal of this three year project was to prepare paraprofessional individuals to provide services to severely, profoundly and mulitply handicapped persons. This training resulted in the development of the Human Service Technician In-Service Training Modules. The current grant award provides for the continuation of training as well as further field testing and revision of the modules. It is anticipated that by the end of FY 79-80 the Human Service Technician In-Service Training Modules will be ready for national dissemination.

Training

The training program is a cooperative venture between the Department of Health and Welfare (DHW) and Boise State University. It involves the

development of a competency-based curriculum which includes substantial amounts of course work in health care, special education, communication, and recreation. Specialized modules have been designed to give students specific competencies they need to better serve the handicapped. (See Appendix B for a summary of the Human Service Technician Curriculum.) Training occurs through Boise State University's Department of Continuing Education integrating didactic and application course work at the inservice site. The inservice training is evaluated by instructor, supervisor, student ratings and performance based criteria. Students receive university credit for courses successfully completed and certificates are to be awarded to the trainees upon completion of the six modular courses.

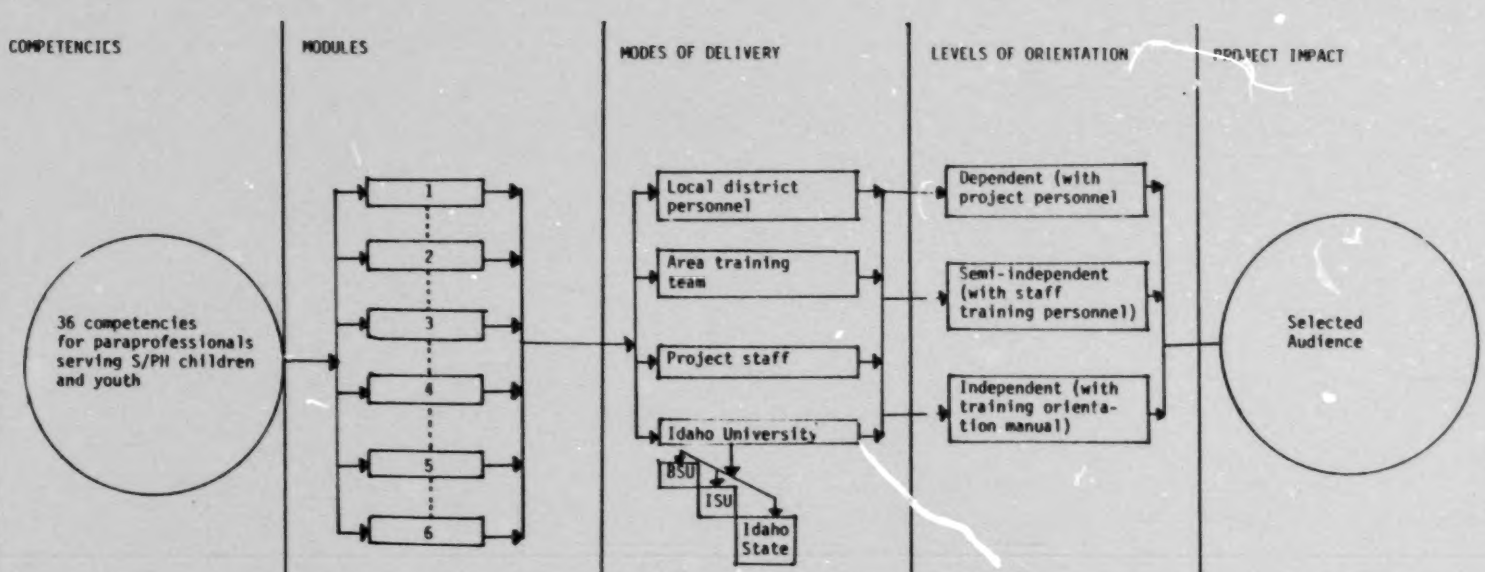
The development of instructor guidelines and training modules which can be used in teaching the trainees and can be disseminated as preservice/inservice training packages, is a major objective of the project. The modules are designed to be a flexible curriculum which can be implemented in a variety of settings which serve the handicapped. It is hoped that the training materials developed will be implemented across the state. This will provide a standard of training for persons serving in a broad range of educational agencies.

Participants

The students currently enrolled in the program are employees from the Idaho State School and Hospital, a residential institution for the mentally retarded, and two of the state's seven regional Adult and Child Development Centers. All students meet admission standards as required by Boise State University and have expressed a commitment to continue to be employed by the agencies serving the handicapped where practicum work will occur during training.

Project Goals

The need now exists to continue field testing and evaluating the curriculum. On the following page is a diagram of the development stages and product outcomes of this project. Also included is a list of overall objectives of this project and the dates of anticipated completion. You will notice that the chart and objectives include the initial steps of identifying competencies and developing the training modules, even though these steps have been accomplished in previous years. These items are included so that one can see that the ensuing objectives are the natural continuation of previous work.



Objectives	Identify competencies and validate	Develop and validate modules to teach competencies	Identify sources of delivery and criteria for delivery mode	Develop procedures and materials for levels of orientation for module usage	Train and evaluate paraprofessionals using BSU paraprofessional curriculum/ modules
Year initiated	1975-1976	1977-1978	1978-1979	1978-1979	1978-1979
Year documented/evaluated	1977-1978	1978-1979	1978-1979	1978-1979	1978-1979
Year final product	1978-1979	1979-1980	1979-1980	1979-1980	1979-1980
Evaluation Instruments/ Permanent Products		1. Instructor feedback sheet 2. Client feedback sheet 3. Curriculum specialist feedback sheet	1. Client Service Delivery Mode Questionnaire and Selection Guide	1. Project staff Training/ Orientation Guide 2. Orientation Manual	1. OVERALL Curriculum pre/ post test 2. Individual module pre/ post test 3. Classroom performance data (observation)
Dissemination activities	List of competencies	Summarize purpose and scope of modules/impact 1979-1980	Summarize system for service delivery mode selection 1979-1980		

Human Service Technician

Program Objectives

Objective 1: Project staff will identify and validate competencies for paraprofessionals serving severely handicapped children and youth.

Subobjectives/activities:

1.1 Review of literature (completed)

1.2 Discussion with: a) teachers; b) consultants; c) advisory board (completed)

1.3 List and validate competencies (completed)

Comments: These objectives have been accomplished and are thoroughly reviewed in the project narrative entitled "background".

Objective 2: Project staff will develop and validate modules to teach specific competencies.

Subobjectives/activities

2.1 Identify module structure (completed)

2.2 Identify content (competencies addressed) in each module (completed)

2.3 Develop modules 1 - 6 (completed)

2.4 Critique modules and reproduce in sufficient numbers (October 1978)

2.5 Develop instruments to evaluate/validate module impact (November 1978)

2.5.1 Instructor feedback evaluation sheet

2.5.2 Trainee feedback evaluation sheet

2.5.3 Curriculum specialist feedback evaluation sheet

2.5.3.1 Contact specialist in the area of paraprofessional training. Request them to evaluate the modules in light of the competencies to be taught.

2.5.3.2 Review with the specialist/ consultant their comments and recommendations.

2.6 Summarize evaluations of each module (on-going)

2.7 List strengths and weaknesses of each module (on-going)

2.8 Revise modules based on evaluation/ feedback data (on-going)

Comments: Subobjective 2.1 through 2.3 have been completed and 2.4 will be completed shortly. A major emphasis for FY 78-79 will be to develop the listed instruments as well as an evaluation system in order to validate impact of the training modules. In addition to user feedback, a curriculum specialist in the paraprofessional training area will be asked to review the curriculum. Information resulting from the users evaluation and the curriculum specialist review will be used in revising the training modules.

Objective 3: Project staff will identify sources of delivery and a criteria for selection of delivery mode.

Subobjective/activities:

3.1 Identify alternative delivery modes (December 1979)

3.2 Identify rationale statements for the use of various delivery modes (December 1979)

3.3 Develop criteria for selection of delivery mode (December 1979)

3.4 Develop Client Service Delivery Mode Guide (CSDM) (December 1979)

3.5 Initiate, critique, edit and produce CSDM Guide (December 1979)

Comments: Because of the need to provide training throughout the state, including many rural areas, alternate modes of delivery for the training must be developed. Developing training sites at the University of Idaho and Idaho State University will insure that other large population centers have access to the training. However, in order to insure training accessibility in rural areas, alternatives to University training must be sought. Possible alternate modes of delivery include (a) local district personnel, (b) project personnel, and (c) area training teams. After identifying various delivery modes a Client Service Delivery Mode Guide will be developed to outline the rationale for the use of each delivery mode. In addition, a decision making matrix shall be included which will assist potential trainees in identifying which mode of delivery would be most suitable to their own situation.

Objective 4: Project staff will develop and validate procedures/materials for orientation purposes.

Subobjectives/activities:

4.1 Identify levels of orientation (August 1979)

4.1.1 Dependent - with project staff

4.1.2 Semi-independent - project staff orients other to present curriculum

4.1.3 Independent - with orientation manual only

4.2 Develop Orientation Guide to the BSU curriculum modules for the training of paraprofessionals in the area of severely handicapped (January 1980)

4.3 Field test and revise Orientation Guide (July 1980)

4.4 Reproduce Orientation Guide (August 1980)

Comments: In order to utilize alternate modes of delivery for the training, an orientation to the materials must be developed. It is anticipated that in the initial stages the orientation will be very dependent upon project personnel. As training materials are developed the orientation should become somewhat semi-independent. By the end of FY 79-80 an orientation guide to the training modules shall have been developed, field tested and revised so that the curriculum may be used independent of the project staff. Such a manual will be necessary before the curriculum may be widely disseminated on a national basis.

Objective 5: Project staff will train and evaluate paraprofessionals serving severely handicapped children using the Human Service Technician In-Service Modules.

Subobjectives/activities:

5.1 Identify clients to be served and service dates (September 1978)

5.2 Identify and arrange for training sites (December 1978)

5.3 Obtain course approval through BSU Continuing Education and the Teacher Education Department (December 1978)

5.4 Hire instructors (January 1979)

5.5 Orient instructors to modules (January 1979)

5.6 Obtain materials (March 1979)

5.7 Provide on-going support to instructor (On-going)

5.8 Collect session evaluation data (On-going)

Comments: Project personnel will continue to arrange training through Boise State University utilizing the Human Service Technician In-Service Modules. Project personnel will work closely with instructors to provide support and gather evaluation data.

Objective 6: Dissemination Activities

Subobjectives/activities

6.1 Develop and disseminate material outling the purpose and scope of the modules (February 1980)

6.2 Develop and disseminate all permanent products (March 1980)

6.2.1 Instate

6.2.2 Out of state

6.3 Present at national, regional and local conferences, upon request (On-going) (1979-80)

Comments: Materials will be disseminated on a statewide basis initially. After field testing and revision, materials will be disseminated nationally.

Objective 7: Expand the information resource center.

Subobjectives/activities

7.1 Identify appropriate materials (On-going)

7.2 Evaluate materials (On-going)

7.3 Purchase materials within budget constraints (On-going)

Comments: A reference list of relevant materials shall be developed. Those materials which are evaluated highly shall be purchased, within budget constraints.

Objective 8: Develop preliminary guidelines for Human Service Technician certification with Health and Welfare.

8.1 Identify and document need of certification for paraprofessionals (March 1979)

8.1.1 Research nationally

8.1.2 Research locally

8.2 Identify and meet with appropriate Health and Welfare officials (March 1979)

8.3 Identify certification requirements (March 1979)

8.4 Identify strategies to implement certification and to provide for the necessary training (November 1979)

Comments: Project personnel will work with Health and Welfare personnel in developing Human Service Technician certification standards. The need for such certification shall be based on both national and local research. The project shall assist Health and Welfare in identifying certification requirement and providing the necessary training.

Objective 9: Management objectivies.

Subobjectives/activities:

9.1 BSU will hire project coordinator (completed)

9.2 Provide project coordinator with orientation to the University (completed)

9.3 Project coordinator will meet weekly with project supervisor to assure appropriate project direction (On-going)

9.4 Project coordinator will identify areas of need for professional development and will seek support as needed (On-going)

9.5 Project coordinator will supply upon request, project information to requesting persons (On-going)

9.6 Project coordinator will prepare final report for submission to BEH (May 1979, 80)

9.7 Project coordinator and supervisor will prepare budget summary (On-going)

9.8 Project coordinator/supervisor will monitor objective completion and time line (On-going)

Comments: The project coordinator shall work under the direction of the project supervisor and the Department of Teacher Education. All university policies and procedures shall be followed. The project coordinator shall share expertise and cooperate with faculty members.

PROJECT ACTIVITIES

Objective 1

Project staff will identify and validate competencies for paraprofessionals serving severely handicapped children and youth.

Related Activities

--Analysis of Idaho State School and Hospital Job Related Job Description (JRJD) for Therapy Trainee

--Comparison of JRJD with competencies generated by teachers, staff development personnel and administrators.

--Review and further development by project trainees, therapy aides, technicians and supervisors.

--Needs assessment from the 60 competencies derived from previous steps.

--Final revision of competencies based on needs assessment priorities.

--Competency Validation Panel again revised the data and submitted it to a panel of professional experts.

This objective was completed under the project for the Care and Training of the Handicapped. The procedure for identifying competencies and validating them are included in Appendix A. Also included in Appendix A is a list of the competencies identified.

Objective 2

Project staff will develop and validate modules to teach specific competencies.

Related Activities

--Development of six modules
  -Orientation to Disability and Handicapping Conditions
  -Human Growth and Development
  -Client Care
  -Behavior Analysis
  -Interactive Processes
  -Leisure Programming
--Reproduction of modules in sufficient numbers
--Development of evaluation design
--Construction of evaluation instruments

--Arrangements with curriculum specialist to critique modules
--Analysis of data collected upon each module
--Revision of modules based upon evaluation data
--Printing of revised modules

The modules were developed with the assistance of the national validation committee and continuing education instructors (See Appendix B).

An evaluation design was developed to measure (1) trainees gain in skills and (2) carryover of these skills to the job situation. The appropriateness of the curriculum was measured by (3) the trainees evaluation of the curriculum, (4) the instructors evaluation of the curriculum, (5) review by a curriculum specialist and (6) contact of program graduates. Additional forms of data included (7) trainee background (8) attitude survey and (9) midterm evaluation. The evaluation design and the instruments devised are listed in Table I. A sample of each evaluation form is included in Appendix C.

Corrine McGuigan of Design for Human Development, Inc., served as curriculum specialist reviewing all the modules and making recommendations. Based upon the recommendations of Ms. McGuigan and the data gathered through the evaluation forms the modules were revised. (See Appendix D for copy of revised module.)

Objective 3

Project staff will identify sources of delivery and criteria for selection of delivery mode.

Related Activities

--Identification of key points to analyze
--Completion of ERIC search on in-service module
--Completion of interviews with current state and national models
--Printing of paper entitled: Statewide Inservice Training Programs for Paraprofessionals: A Selected Review, (included in Appendix E.)

Table I

EVALUATION DESIGN FOR

HUMAN SERVICE TECHNICIAN IN-SERVICE MODULES

PLAN	INSTRUMENTS
I. TRAINEE PERFORMANCE will be measured by:	
Pre/Post Tests -- to measure knowledge gained through instruction. Students will take the pretest prior to instruction and the post test one week after completion of instruction.	1. Specific to each module (6)
Evaluation of Job Carryover -- to measure supervisors' and trainees' opinions of the carryover of skills taught in the modules to the job situation. Supervisors will be interviewed by project staff and asked to fill out a form indicating if there was carryover of specific skills and, if so, how it was demonstrated. Trainees will also be asked to fill out a similar form.	1. Supervisor's Interview Form (1) 2. Evaluation of Job Carryover by Supervisor (specific to each module) (6) 3. Evaluation of Job Carryover by Trainee (specific to each module (6)
II. CURRICULUM APPROPRIATENESS will be measured by:	
Instructor's Evaluation of Curriculum -- to gather instructors' opinions on the appropriateness of the Learning Objectives and sub-objectives, resource materials, Learning Activities and Performance Criteria. It will also be used to gather suggestions for improvement. Instructors will be asked to complete an evaluation of each objective upon completion of instruction on that objective. Instructors will also be requested to respond to a general evaluation of the module as a whole.	1. Instructor's Evaluation of Learning Objectives and Activities (specific to each module) (6) 2. Instructor's Evaluation of Entire Module (1)

Table 1 (cont)

PLAN	INSTRUMENTS
Trainee Evaluation of the Curriculum -- to gather trainees' opinions of the helpfulness of the Learning Objectives. Trainees will also be asked to evaluate appropriateness and clarity of each reading selection and film.	1. Evaluation of Objective Unit (1) 2. Reading Evaluation 3. Film Evaluation
Curriculum Specialist Review -- to gather the opinions of several local and national curriculum specialists as to the appropriateness of the modules' content and format. This part of the evaluation design will be contracted out.	1. Specialist's Module Review Form (1) 2. Specialist's Overall Review Form (1)
Graduate Contact -- to gather the opinion of past graduates on the appropriateness of the training and to solicit suggestions for improvement. Project staff will contact trainees taking two or more of the modules and record their response and comments.	1. Graduate Contact Form
III. ADDITIONAL FORMS OF DATA COLLECTION:	
Trainee Background -- will be used to indicate the population being served. Will be gathered during registration.	1. Trainee Data Forms
Attitude Survey -- will be used with modules dealing with changing trainees' attitudes to measure any change in attitudes. Survey will be given prior to instruction and following instruction.	1. Survey
Midterm Evaluation -- The Purdue Rating Scale of Instruction will be used at midterm as a nationally validated instrument to measure effectiveness of the instructor and instruction.	1. The Purdue Rating Scale of Instruction

A search of the literature was completed identifying statewide inservice programs for paraprofessionals. Models of inservice were looked at both on a national and state level. Programs reviewed met the following four criteria: training was (1) inservice provided on (2) statewide basis to (3) paraprofessionals in (4) a rural state. Models were analyzed on the following components: persons trained, format for training, competency based, content or training, inclusion of practicum, instructor and instructor qualifications, college credit, how trainees are evaluated, review process to update materials, trainee motivation and financial support. This information was compiled in a paper entitled Statewide In-service Training Programs for Paraprofessionals: A Selected Review. (See Appendix E.) The paper has been printed and distributed to interested parties.

Objective 4	Related Activities
Project staff will develop and validate precedures/materials for orientation purposes.	--Identification of key points to be included --Inclusion in revised Human Service Technician In-Service Modules

A section on the use of the modules has been included on Page 1 of the module. (See Appendix E.) Included is information on the use of the modules and their modification as well as suggestions for evaluating training based upon the modules.

Objective 5	Related Activities
Project will train and evaluate paraprofessionals serving severely handicapped children using the Human Service Technician In-Service Modules.	--For each of the six modules -Identification of trainees -Arrangements for training sites -Obtaining course approval through Boise State University Continuing Education and the Teacher Education Departments. -Hiring instructor -Orienting instructor to modules

-Obtaining materials
-Providing on-going support to instructor
-Collection of evaluation data

Training occurred throughout the state based upon the inservice modules. Behavior Management, Interactive Processes, Human Growth and Development and Recreation and Leisure Activities were taught in the Nampa area. Trainees included therapy technicians from Idaho State School and Hospital and Adult/Child Development Center, school district aides and personnel from shelter homes. The Orientation to Disability and Handicapping Conditions module was taught in Jerome. Trainees were school district aides and therapy technicians from the Adult/Child Development Center. Workshops based upon the Client Care module were held in Boise and Caldwell. The workshops in the Boise area were aimed at respite care providers, while the workshops in Caldwell were aimed at personnel from shelter care homes. A summary of the training sessions maybe found in Table II.

Objective 6	Related Activities
Dissemination activities	--Maintain records of modules disseminated --Sharing of materials at Paraprofessional Training Conference

Products developed by the project have been disseminated upon written request. In addition products were distributed through the Paraprofessional Training Conference sponsored by New Careers Laboratory in Ann Arbor, Michigan.

Objective 7	Related Activities
Expand the information resource center	--Evaluation of materials --Purchase of materials --cataloging of materials

Table II

TRAINING SESSIONS

Module	Format	Location	No. of Trainees	Types of Trainees
Interactive Processes	College Class Instructor: Alan Head	Nampa	8	Therapy Technicians, ISSH Therapy Technicians, ISSH
Human Growth and Development	College Class Instructors: Sally Muncey, Judy Daneen	Nampa	14	Therapy Technicians, ISSH Therapy Technicians, A/CDC School District Aides
Orientation to Disability and Handicapping Conditions	College Class Instructor: Dr. Gerald Spadafore	Jerome	12	Therapy Technicians, ISSH Therapy Technicians, A/CDC School District Aides
Recreation and Leisure Programming for Severely Handicapped	College Class Instructors: Martha Eckoff, Jane Straub	Nampa	6	Therapy Technicians, ISSH Therapy Technicians, A/CDC
Behavior Principles	College Class Instructor: Sally Muncey	Nampa	14	Therapy Technicians, ISSH Therapy Technicians, A/CDC School District Aides Shelter Home Personnel
Client Care	Workshop Series	Caldwell	29	Shelter Home Personnel
		- - - - - - - - - - - - - - -		
		Boise		Respite Care

number of resource materials were ordered. The project now has one copy of all suggested reading materials listed in the modules.

Objective 8	Related Activities
Develop preliminary guidelines for Human Service Technician Certification with Health and Welfare	--Meeting with health and welfare personnel --Meeting with vocational technical director --Meeting with State Department of Education representative --Review of certification procedures in other states --Review of certification procedures within the State of Idaho in related fields

While activities have occurred under this objective, it is a task and has not at this time been completed. It continues to be a high priority for project staff.

Objective 9	Related Activities
Management	--Hiring new project coordinator --Orientation of project coordinator to university and university procedures --Weekly meetings with project supervision --Submission of monthly project progress reports and budget reports to project supervisor and director --Submission of final project report to BEH

All reports have been made.

The following budget report is for FY 78-79, submitted in January 1980 to BEH. The final budget for the project will be submitted at the close of the budget by Fred Olds, Grants Accountant at Boise State University.

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	OMB Approved No. 80-R0180	PAGE	OF
U.S. Office of Education	G007801564		1	1 PAGES

3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)	4. EMPLOYER IDENTIFICATION NUMBER	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT	7. BASIS
Boise State University Grants Accounting Office 1910 University Dr. Boise, Idaho 83725	1-820290701-A1	102-L6267	[X] YES [ ] NO	[X] CASH [ ] ACCRUAL

8. PROJECT/GRANT PERIOD (See instructions)		9. PERIOD COVERED BY THIS REPORT	
FROM (Month, day, year)	TO (Month, day, year)	FROM (Month, day, year)	TO (Month, day, year)
6-1-78	5-31-80	6-1-78	5-31-79

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$ -0-	$	$	$	$	$	$ -0-
b. Total outlays this report period	27,820						27,820
c. *Less:* Program income credits	-0-						-0-
d. Net outlays this report period (*Line b minus line c*)	27,820						27,820
e. Net outlays to date (*Line a plus line d*)	27,820						27,820
f. *Less:* Non-Federal share of outlays	-0-						-0-
g. Total Federal share of outlays (*Line e minus line f*)	27,820						27,820
h. Total unliquidated obligations	-0-						-0-
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	-0-						-0-
j. Federal share of unliquidated obligations	-0-						-0-
k. Total Federal share of outlays and unliquidated obligations	27,820						27,820
l. Total cumulative amount of Federal funds authorized	30,000						30,000
m. Unobligated balance of Federal funds	2,180						2,180

11. INDIRECT EXPENSE	a. TYPE OF RATE (*Place "X" in appropriate box*) [ ] PROVISIONAL [ ] PREDETERMINED [ ] FINAL [ ] FIXED			
	b. RATE 31 8%	c. BASE $24,787	d. TOTAL AMOUNT $1,983	e. FEDERAL SHARE $1,983

12. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Darrell VanKleek

TYPED OR PRINTED NAME AND TITLE

Darrell VanKleek
Controller

DATE REPORT SUBMITTED: 1-7-80

TELEPHONE (*Area code, number and extension*): 208-385-1275

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EVALUATION REPORT

Role of the Third Party Evaluator

The perceived role of this third party evaluator is twofold: (1) to conduct a summative determination of the extent to which the project objectives were met for the 1978-80 funding period, and (2) to provide some suggestions/recommendations about the implications of these evaluative comments for future project activities.

Project Accomplishments in Relation to Objectives

The original project objectives were largely/mainly met.

Objective 1: Project staff will identify and validate competencies for paraprofessionals serving severely handicapped children and youth.

Objective one was completed prior to the beginning date of the project.

Objective 2: Project staff will develop and validate modules to teach specific competencies.

Project staff developed and used several paper and pencil evaluation instruments designed to: (1) evaluate participants gain during training, (2) provide feedback to be used in modifying training modules, and (3) procure participant feedback about their judgements of the training content and procedures. Additionally a curriculum specialist provided written feedback using a structured format about overall module construction and about specific elements within each module. Appropriate rules were used to make decisions about changes to be made within each module. For example, three of four sources (consultant, project coordinator, and supervisor) had to concur that a change was needed before changes were made in the modules. The resulting changes improved the quality of the modules.

Objective 3: Project staff will identify sources of delivery and a criteria for selection of delivery mode.

To meet criteria three project staff established global criteria for service delivery, then reviewed existing practices in other fields and locations throughout the United States. The result was a high quality review of service delivery options.

Objective 4: Project staff will develop and validate procedures/materials for orientation purposes.

Project staff have incorporated orientation materials and guidelines into the Instruction Manual for the Inservice Modules.

Objective 5: Project staff will train and evaluate paraprofessionals serving severely handicapped children using the Human Service Technician In-Service Modules.

Project staff have completed all of the preliminary steps and provided inservice training to at least eighty-four (84) personnel at six (6) different locations throughout the state. Data were collected both about the quality of the training and for revision of workshop materials and procedures.

Objective 6: Dissemination Activities

Project staff have disseminated material in several different ways: (1) they have presented at two major national conferences; (2) they have presented at one state conference, (3) they have provided descriptive materials to all individuals who have requested them, and (4) they have allowed a national project to distribute copies of the materials.

Objective 7: Expand the information resource center.

Project staff have procured the resource materials necessary to implement the inservice training modules, and have those materials available for personnel who wish to conduct inservice training.

Objective 8: Develop preliminary guidelines for Human Service Technician certification with Health and Welfare.

Project personnel have conducted a series of meetings with other agencies and professionals in Idaho to pursue certification standards. Currently there are numerous obstacles to certification standards.

Objective 9: Management objectives

The project coordinator has established a monthly timeline which she uses to monitor project progress. She meets with the project advisor approximately quarterly for a major review of project accomplishments.

Overall, the project has met its objectives. In some cases, specific activities were not accomplished, but in each case alternate procedures were used to reach the objective or the objective was clearly not attainable,in the time allotted, e.g. having certification standards adopted by various agencies.

Recommendations

The project is at a point where some major decisions must be made. Project materials and procedures for inservice training are largely developed, and can be used by highly qualified professionals to train paraprofessional personnel. However, there are not highly qualified personnel located in all geographic locations within Idaho to conduct such training. Nor are all of the modules equally suitable for all potential target populations (e.g. institutions vs. public schools.)

Further development of the project is dependent upon answering the following crucial questions or engaging in indicated activities, in the approximate sequence in which they are presented.

(1) What is the target population to be served. Will it be paraprofessionals in institutions? schools? private facilities? It is unlikely that the project can serve all potential populations state wide. The answer to which populations are to be served will help to determine the content of subsequent module revision and development. This question should be answered within the next few days and will have a major bearing on the entire remainder of the project.

(2) What are the needs of the child population selected? Needs for children in institutions are likely to be different than those of similar children living in their own homes.

(3) How adequate are the existing materials for training personnel to serve children with these identified needs? What additions or changes need to be made? The answer to this question will likely affect <u>content</u> determinations for module development.

(4) What service delivery (training) procedures and patterns will be employed? Will highly qualified personnel from university and/or metropolitan areas provide training in central locations? Or will less prepared personnel provide training in more remote locations? The comprehensiveness and detail of modules will be greatly impacted by the answers to these questions.

(5) Plan carefully material development; (content, format, and detail) in light of the above considerations.

(6) Plan carefully the service delivery (training) procedures considering the issues indicated above and the nature of the materials. This step needs to be completed in conjunction with step (5).

(7) Very carefully formulate a series of evaluation questions and plan an evaluation strategy (content, procedures) that will provide information relevant to those questions.

When these steps are complete, the process of implementing training activities will be ready to begin.

APPENDIX A

Identification of Competencies

In 1975, the Idaho Personnel Commission, the personnel section of the Department of Health and Welfare Management Office, and the Idaho State School and Hospital developed a Job Related Job Description (JRJD) form for the position of Therapy Trainee. The six domains listed for an entry-level therapy trainee included health care, compliance with rules and regulations, training, charting, communication and maintaining a safe, sanitary environment. This JRJD form was the starting point for the development of specific competencies needed by entry-level Human Service Technicians who serve the severely, profoundly and multiply handicapped.

Teachers, staff development personnel, and administrators from Idaho State School and Hospital generated a list of required competencies for the job of therapy trainee. These lists were compared with the JRJD previously developed and then modified and written as specific competencies in the general areas identified in the therapy trainee job description form.

Project students, therapy aides, technicians, and supervisors were asked to review the listed competencies and add or delete competencies in relation to their job specifications. These competencies were compared to the original lists. A needs assessment based upon the 60 competencies was developed into a survey with ratings: 1) not applicable, 2) not needed, 3) little needed, 4) moderately needed, and 5) extensively needed. A mail-out method was employed, to assess the competencies; rating the need of each competency in relation to job performance. Surveys were distributed to special educators in Idaho, including teachers, aides and administrators working at Idaho State School and Hospital, the seven state regional Adult and Child Development Centers, and the public schools in the Boise area. Results were tallied and a mean score and rank number were assigned to each

of the competencies. Based on the mean score, competencies below 3.5 were deleted from the list. Comments and suggestions were reviewed and the reamining list of competencies was revised.

A revised list of 35 competencies was developed in preparation for an Idaho Competency Validation Panel. Six supervisors and thirteen practitioners convened in Boise to rank the competencies as 1) essential, 2) important, 3) desirable, 4) not important, or 5) not applicable for job performance as a therapy assistant, and to reach a consensus on their ranking. The participants were also asked to assign levels of learning to the competencies using a modified taxonomy: Knowledge, Comprehension, or Application. Most of the competencies were found to be essential or important for job entry. Following the Competency Validation Panel meeting in Boise, results of the meeting were summarized and the competencies were again revised based on the data collected.

Six tentative entry-level module areas were identified from the surveys and panel. These six modules include:

Orientation to Disability and Handicapping Conditions
Human Growth and Development
Client Care
Behavior Analysis
Interactive Processes
Leisure Programming

A national expert panel convened in Roslyn, Virginia, for two days to review the data and project materials collected to date. The list of 35 competencies was distributed to the panel. Each participant rated the competencies to provide further validation as to the need and level of learning for each competency statement. The outcome of each item was rated on a 3 point scale as essential, desirable, or not important for entry level paraprofessionals working with the severely, profoundly and mulitply handicapped. In addition to ranking the competencies, the panel assigned

a level of learning to each competency using a modified taxonomy at 3 levels: knowledge, comprehension, and/or application. The participants included:

Michael Bender, Ed. D.
Director Special Education Department
The John F. Kennedy Institute of Habilitation
of the Mentally and Physically Handicapped

John J. Noone, Ed. D.
Developmental Disabilities Institution Consultant
Annapolis, MD

David C. Park, M.S.
Coordinator, Therapeutic Recreation
Department of Human Kinetics and Leisure Studies
The Goerge Washington University

Denis W. Stoddard, PH. D.
Director of Project Skills
Assistant Director of National Children's Center
Washington, D. C.

Robert C. West, M. S.
Director of Training
Idaho State School and Hospital
Nampa, ID

Wenden W. Waite, PH. D.
Assistant Professor of Special Education
Boise State University
Boise, ID

Barbara Lohmeier, M. S.
Project Coordinator
Department of Teacher Education
Boise State University
Boise, ID

Jerry Kelley, M. S.
National Recreation and Park Association
Arlington, VA

Donald Hawkins
Professor, Department of Human Kinetics and Leisure Studies
The George Washington University

Andrew Martin, PH. D.
Rehab Research and Training Center
Texas Tech University

APPENDIX B

CONTINUING EDUCATION INSTRUCTORS

John Beckwith, Boise Schools Career Education
Judy Daneen, Idaho State School and Hospital
H. Michael Day, Idaho State School and Hospital
Martha Ekcoff, Idaho State School and Hospital
Alan Head, Boise Independent School District
Sally Muncey, Idaho State School and Hospital
Cathy Nakao, Idaho State School and Hospital
Marilyn Palmer, Idaho State School and Hospital
Judy Secrist, Learning Disabilities Consultant
Gerald Spadafore, Idaho State University
Jane Straub, Idaho State School and Hospital
Janet Todd, Idaho State School and Hospital
Robert C. West, Idaho State Department of Education
Ron Woolstenhulme, Idaho State School and Hospital

MEMBERS OF THE NATIONAL VALIDATION COMMITTEE

Michael Bender, Kennedy Institute of Special Education
Donald Hawkins, George Washington University
Jean Kelley, Private Consultant
Andy Martin, Texas Tech University
Jacy Noone, Private Consultant
David Park, George Washington University
Dennis Stoddard, National Children's Center

APPENDIX C

EVALUATION DESIGN FOR

HUMAN SERVICE TECHNICIAN IN-SERVICE MODULES

PLAN	INSTRUMENTS
I. TRAINEE PERFORMANCE will be measured by:	
Pre/Post Tests -- to measure knowledge gained through instruction. Students will take the pretest prior to instruction and the post test one week after completion of instruction.	1. Specific to each module (6)
Evaluation of Job Carryover -- to measure supervisors' and trainees' opinions of the carryover of skills taught in the modules to the job situation. Supervisors will be interviewed by project staff and asked to fill out a form indicating if there was carryover of specific skills and, if so, how it was demonstrated. Trainees will also be asked to fill out a similar form.	1. Supervisor's Interview Form (1) 2. Evaluation of Job Carryover by Supervisor (specific to each module) (6) 3. Evaluation of Job Carryover by Trainee (specific to each module (6)
II. CURRICULUM APPROPRIATENESS will be measured by:	
Instructor's Evaluation of Curriculum -- to gather instructors' opinions on the appropriateness of the Learning Objectives and sub-objectives, resource materials, Learning Activities and Performance Criteria. It will also be used to gather suggestions for improvement. Instructors will be asked to complete an evaluation of each objective upon completion of instruction on that objective. Instructors will also be requested to respond to a general evaluation of the module as a whole.	1. Instructor's Evaluation of Learning Objectives and Activities (specific to each module) (6) 2. Instructor's Evaluation of Entire Module (1)

PLAN	INSTRUMENTS
Trainee Evaluation of the Curriculum -- to gather trainees' opinions of the helpfulness of the Learning Objectives. Trainees will also be asked to evaluate appropriateness and clarity of each reading selection and film.	1. Evaluation of Objective Unit (1) 2. Reading Evaluation 3. Film Evaluation
Curriculum Specialist Review -- to gather the opinions of several local and national curriculum specialists as to the appropriateness of the modules' content and format. This part of the evaluation design will be contracted out.	1. Specialist's Module Review Form (1) 2. Specialist's Overall Review Form (1)
Graduate Contact -- to gather the opinion of past graduates on the appropriateness of the training and to solicit suggestions for improvement. Project staff will contact trainees taking two or more of the modules and record their response and comments.	1. Graduate Contact Form
III. ADDITIONAL FORMS OF DATA COLLECTION:	
Trainee Background -- will be used to indicate the population being served. Will be gathered during registration.	1. Trainee Data Forms
Attitude Survey -- will be used with modules dealing with changing trainees' attitudes to measure any change in attitudes. Survey will be given prior to instruction and following instruction.	1. Survey
Midterm Evaluation -- The Purdue Rating Scale of Instruction will be used at midterm as a nationally validated instrument to measure effectiveness of the instructor and instruction.	1. The Purdue Rating Scale of Instruction

PRE-TEST

HUMAN GROWTH AND DEVELOPMENT

Spring Semester

1979

1. What are the major milestones that facilitate ambulation?

2. List three fine motor skills necessary for dressing and undressing.

3. List two fine motor skills necessary to facilitate picking up objects.

4. What are the major speech and language milestones from birth to three years?

5. Describe five common signs and/or gestures used to aid in communication when working with the handicapped.

6. Identify two types of non-verbal communication systems.

7. List two feelings that are commonly assiociated with each of the following:
   a) Infancy
   b) Puberty
   c) Sexual Awareness
   d) Masturbation

8. How can each of the feelings listed above affect behavior?

14. Give two examples of anger and jealousy.

15. Describe the difference between jealousy and anger.

16. What behaviors accompany a change in routine?

17. How can the behaviors that accompany change of routine be minimized?

18. Define behavior as it is used when working with clients?

19. Give an example of behavior that is "normal" in one setting and "abnormal" in another setting.

20. What relationship does environmental deprivation have to familial retardation?

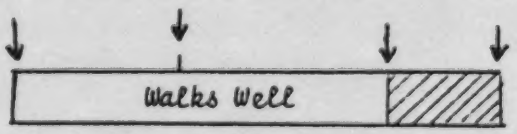
21. List three socio-economic considerations and describe how they may affect growth and development.

22. List three special problems facing the family of a retarded child and describe how they may affect the family's attitude toward the child.

23. What four major areas are assessed on the Denver Developmental Screening Test?

24. What age range is screened by the Denver Developmental Screening Test?

25. Fill in the percentage of normal children passing the item at each mark.



What are the differences between parallel and cooperative play?

10. Describe solitary play.

11. Indicate the intelligence quotient of a person with a chronological age of 23 years 3 months and a mental age of 12 years 8 months.

12. List two major adaptive skills of a person that occur in the following areas:

	Infancy	Adolescence	Adulthood
Communication			
Self Help			
Motor			

13. List one behavior that may result from the following emotions:

	Infant	Adolescent	Adult
Changes in routine			
Criticism			
Anger			
Excitement			
Jealousy			
Rejection			
Overstimulation			

SUPERVISOR INTERVIEW

Name _____ Date _____

Location _____

Employees Supervised _____

_____

_____

Review:
1. Identify training
2. Assistance in improving training
3. Confidentiality -- technician, S.D., admin. (summary)
4. Tape recorder

---

1. Are you aware that some members of your staff have been involved in taking courses?

2. Do you know which ones have been involved in the training?

3. Do you know who took which course?

We have offered two courses this semester: Human Growth & Development, and The Interactive Processes. I'd like to talk to you first about the Human Growth & Development course.

---

4. Do you think a course in Human Growth & Development would improve a Therapy Technician's ability to work with severely, profoundly handicapped?

5. Do you think a course in Human Growth & Development would improve a Therapy Technician's ability to work with other staff in planning and providing training for clients?

6. Have any of your employees discussed the Human Growth & Development course with you?

7. What kinds of comments did they make about the training or the things they were learning in the course?

8. Have you been aware of any changes in performance by your employee(s) that might be related to the Human Growth & Development course they are taking? (+ or -)

9. If yes, please describe in as much detail as possible.

Give evaluation form. This is a list of the training objectives used in the Human Growth & Development class. Would you please review these objectives and indicate in the box to the right any behaviors or changes in behaviors that you have observed in your employees that may have resulted from the training.

Now I'd like to discuss the other course we are offering -- Interactive Processes.

10. Do you think a course in Interactive Processes would improve a Therapy Technician's ability to work with severely, profoundly handicapped?

11. Do you think a course in Interactive Processes would improve a Therapy Technician's ability to work with other staff in planning and providing training for clients?

12. Have any of your employees discussed the Interactive Processes course with you?

13. What kinds of comments did they make about the training or the things they were learning in the course?

14. Have you been aware of any changes in performance by your employee(s) that might be related to the Interactive Processes course they are taking? (+ or -)

15. If yes, please describe in as much detail as possible.

Give evaluation form. This is a list of the training objectives used in the Interactive Processes class. Would you please review these objectives and indicate in the box to the right any behaviors or changes in behaviors that you have observed in your employees that may have resulted from the training.

---

16. Do you have any suggestions for improving the training?

EVALUATION OF JOB CARRYOVER

BY SUPERVISOR

HUMAN GROWTH AND DEVELOPMENT

Name _____

Listed below are the training objectives used in the Human Growth & Development class. Please review these objectives and indicate in the box to the right any behaviors or changes in behaviors that you have observed in your employees that may have resulted from the training.

OBJECTIVE 1 -- Describes major developmental milestones.	
1:1 Describes the development of motor skills 1:1:1 Identifies fine motor skills 1:1:2 Identifies gross motor skills	
1:2 Describes the development of communication skills 1:2:1 Defines receptive language skills 1:2:2 Defines expressive language skills 1:2:3 Identifies methods of nonverbal communication 1:2:4 Identifies methods of verbal communication 1:2:5 Identifies alternate methods of communication	
1:3 Describes the development of socialization skills 1:3:1 Identifies appropriate behavior in social and interpersonal situations 1:3:2 Identifies the stages of sexual development 1:3:2:1 Discusses physical maturity 1:3:2:2 Describes the characteristics associated with puberty 1:3:2:3 Identifies appropriate sexual behavior	

1:4 Describes the stages of play 1:4:1 Defines solitary play 1:4:2 Defines parallel play 1:4:3 Defines cooperative play	
OBJECTIVE 2 -- Defines characteristics of cognitive and adaptive behavior in the severely/profoundly handicapped population.	
2:1 Distinguishes between chronological age and mental age	
2:2 States formula for computing I.Q.	
2:3 Identifies characteristic adaptive behaviors 2:3:1 Describes characteristic behavior of infancy 2:3:2 Describes characteristic behavior of adolescence 2:3:3 Describes characteristic behavior of adulthood	
2:4 Lists appropriate curricular activities which correspond to cognitive and adaptive behavior levels	
2:5 Discusses chronological and mental age in relation to intelligence quotient and adaptive behavior	

OBJECTIVE 3 -- Identifies affective characteristics of developmental stages in the severely/profoundly handicapped population.	
3:1 Selects major affective characteristics of infancy	
3:2 Selects major affective characteristics of childhood	
3:3 Selects major affective characteristics of adolescence	
3:4 Selects major affective characteristcs of young adulthood	
OBJECTIVE 4 -- Discusses social-cultural factors which affect human growth and development.	
4:1 Describes significance of family size and constellation	
4:2 Describes significance of availability of resources and services	
4:3 Describes significance of socio-economic considerations	
4:4 Describes significance of environmental considerations	

EVALUATION OF JOB CARRYOVER
BY TRAINEE
INTERACTIVE PROCESSES

Name _____ Date _____

Work Location _____

Supervisor _____

Listed below are the training objectives for the course you have just taken. Some topics are background information and should help to give you a greater understanding of, but may not necessarily result in a change in, your behavior. Others, however, may directly result in changing your behavior on the job. Please review these training objectives and indicate in the boxes to the right how you feel they have affected your performance on the job.

OBJECTIVE 1 -- Assesses personal attitudes in relation to professional functioning and interactions with the developmentally disabled client	
1:1 Demonstrates awareness of personal attitudes concerning the developmentally disabled	
1:2 Demonstrates awareness of personal attitudes toward persons working in the field of severely, profoundly and multiply handicapped education 1:2:1 Identifies personal attitudes toward authority figures 1:2:2 Identifies personal attitudes toward co-workers, peers 1:2:3 Identifies personal attitudes toward volunteers/subordinates 1:2:4 Identifies personal attitudes toward parents of clients 1:2:5 Identifies personal attitudes toward professional in related fields	
1:3 Demonstrates awareness of personal prejudices toward individuals or groups based upon age, race, religion, sex, social class or national origin	

1:4 Demonstrates awareness of personal attitudes toward care of the severely, profoundly and multiply handicapped	
OBJECTIVE 2 -- Understands concepts of communication	
2:1 Differentiates among effective interactive verbal communication	
2:2 Describes the use of non-verbal cues, body language	
2:3 Enumerates the fundamental theories of communication	
2:4 Utilizes specialized communication techniques 2:4:1 Applies techniques with severe and profoundly disabled 2:4:2 Applies techniques with persons with auditory disabilities 2:4:3 Applies techniques with persons with visual disabilities	
OBJECTIVE 3 -- Understands principles of group problem solving	
3:1 Understands various types of groups 3:1:1 Defines reference groups 3:1:2 Defines task groups 3:1:3 Describes social groups 3:1:4 Describes treatment groups	

3:2 Understands dynamics of group life 3:2:1 Describes group formation 3:2:2 Explains relations between the individual and the group 3:2:3 Explains group pressures toward uniformity 3:2:4 Explains group conflict/disorganization 3:2:5 Explains group separation	
3:3 Understands role of the team member basic to team responsibilities	
3:4 Demonstrates awareness of the three basic team types and their roles 3:4:1 Explains multidisciplinary roles 3:4:2 Explains interdisciplinary roles 3:4:3 Explains transdisciplinary roles	
3:5 Knows strengths and limitations of the team processes relative to the responsibilities of team members.	
OBJECTIVE 4 -- Applies knowledge of the interactive process to facilitate a positive relationship between client and others in both residential and community settings.	
4:1 Understands interaction between client and other disabled persons	

4:2 Understands interaction between client and others 4:2:1 Explains interaction in a large residential setting 4:2:2 Explains interaction in a smaller community residential setting 4:2:3 Explains interaction in a public school program 4:2:4 Explains interaction in a non-residential community training program	

INSTRUCTOR'S EVALUATION OF
LEARNING OBJECTIVES AND ACTIVITIES

BEHAVIOR ANALYSIS

OBJECTIVE 1 -- Describes behavior modification as a discipline of psychotherapy.	Appropriate	Inappropriate
1:1 Describes the operant conditioning model.	☐	☐
1:2 Describes the two components to behavior modification.	☐	☐
1:3 Describes the labeling process in relation to program planning for the disabled.	☐	☐
1:4 Identifies components of a behavioral objective.	☐	☐

ADDITIONAL:

SUGGESTED LEARNING ACTIVITIES

READ:	Appro-priate	Inappro-priate	Available	Not Available	Did not Use
Watson, L. S. Child Behavior Modification: A Manual for Teachers, Nurses and Parents, Ch. 1 and 2.	☐	☐	☐	☐	☐

ADDITIONAL:

PARTICIPATE:					
Attend lecture/discussion	☐	☐	☐	☐	☐
Diagram and explain the operant conditioning model as presented in the student manual.	☐	☐	☐	☐	☐
Observe an individual and identify two behaviors that should be decreased and two behaviors that should be increased.	☐	☐	☐	☐	☐

OBJECTIVE 1, cont.

PARTICIPATE, cont.:	Appropriate	Inappropriate	Available	Not Available	Did not Use
Complete a worksheet on behavioral objectives.	☐	☐	☐	☐	☐
Complete true-false, fill-in and essay tests on chapter 1 and 2 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents, ch. 1 and 2.	☐	☐	☐	☐	☐

ADDITIONAL:

VIEW:

ADDITIONAL:

PERFORMANCE CRITERIA	Appropriate	Inappropriate*	Needs Modification*
A. The student will identify the anticipated effects of reinforcement on a particular behavior.	☐	☐	☐
B. The student will describe the relationship between stimulus control (cues) and behavior.	☐	☐	☐
C. The student will list and describe the two components to behavior modification, the principles of reinforcement and stimulus control, as described by Watson (ch. 1, pp 2-4).	☐	☐	☐
D. The student will list three reasons why labels are not useful in planning a program for the disabled.	☐	☐	☐
E. The student will complete the true-false, fill-in, and essay tests on chapters 1 and 2 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents, with 90% accuracy.	☐	☐	☐

OBJECTIVE 1, cont.

PERFORMANCE CRITERIA, cont.	Appropriate	Inappropriate*	Needs Modification*
F. The student will write one behavioral objective which includes the three components presented in the student manual; identify the terminal behavior, describe the important conditions under which the behavior will be expected to occur, and specify the criteria of acceptable performance.	☐	☐	☐

*If inappropriate or needs modification is checked, please state why and suggest an appropriate modification.

ADDITIONAL:

SUPPLEMENTAL READING:	Appropriate	Inappropriate	Available	Not Available
Bear, D. M., Wolf , M. M. and Risley, T. R. "Some Current Dimensions of Applied Behavior Analysis", Journal of Applied Behavior Analysis, 1968, 1, pp. 91-97.	☐	☐	☐	☐
Bensberg, G. J. Teaching the Mentally Retarded.	☐	☐	☐	☐
Browning, R. M. and Stover, D. O. Behavior Modification in Child Treatment, pp. 42-74, Ch. 3, Measurement.	☐	☐	☐	☐
Miller, L. K. Principles of Everyday Behavior Analysis.	☐	☐	☐	☐
Watson, L. S. A Manual for Teaching Behavior Modification Skills To Staff.	☐	☐	☐	☐
Wheeler, A. H. and Fox, W. L. Managing Behavior 5 - Behavior Modification: A Teacher's Guide to Writing Instructional Objectives, pp. 3-5.	☐	☐	☐	☐

ADDITIONAL:

INSTRUCTOR'S EVALUATION OF
LEARNING OBJECTIVES AND ACTIVITIES

BEHAVIOR ANALYSIS

OBJECTIVE 2 -- Describes basic behavior modification principles.	Appropriate	Inappropriate
2:1 Describes involuntary (reflexive) behavior	☐	☐
2:2 Describes voluntary behavior	☐	☐
2:3 Describes the principle of stimulus control	☐	☐
2:4 Describes the principle of reinforcement	☐	☐
2:5 Describes the principle of successive approximation	☐	☐
2:6 Describes the principle of contingent reinforcement	☐	☐
2:7 Describes the principle of chaining	☐	☐
2:8 Describes the principle of shaping	☐	☐
2:9 Describes goal behavior	☐	☐

ADDITIONAL:

SUGGESTED LEARNING ACTIVITIES

READ:	Appropriate	Inappropriate	Available	Not Available	Did not Use
Watson, L. S. Child Behavior Modification: A Manual for Teachers, Nurses and Parents, Ch. 3.	☐	☐	☐	☐	☐

ADDITIONAL:

OBJECTIVE 2, cont.

PARTICIPATE:	Appropriate	Inappropriate	Available	Not Available	Did not Use
Attend lecture/discussion.	☐	☐	☐	☐	☐
Determine training priorities for a specific client	☐	☐	☐	☐	☐
Complete standarized true-false, fill-in and essay tests on chapter 3 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents.	☐	☐	☐	☐	☐

ADDITIONAL:

VIEW:

ADDITIONAL:

PERFORMANCE CRITERIA	Appropriate	Inappropriate*	Needs Modification*
A. The student will demonstrate his/her understanding of the principles of operant conditioning by describing and giving examples of:			
1. reinforcement	☐	☐	☐
2. stimulus control			
3. chaining			
4. successive approximation			
5. contingent reinforcement			
6. shaping			
7. voluntary behavior			
8. involuntary (reflexive) behavior			
9. goal behavior			

OBJECTIVE 2, cont.

PERFORMANCE CRITERIA, cont.	Appropriate	Inappropriate*	Needs Modification*
B. The student will complete the true-false, fill-in and essay tests on chapter 3 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents, with 90% accuracy.	☐	☐	☐

*If inappropriate or needs modification is checked, please state why and suggest an appropriate modification.

ADDITIONAL:

SUPPLEMENTAL READING:	Appropriate	Inappropriate	Available	Not Available
Hall, R. V. Managing Behavior 1 - Behavior Modification: The Management of Behavior.	☐	☐	☐	☐
Hall, R. V. Managing Behavior 2 - Behavior Modification: Basic Principles.	☐	☐	☐	☐
Hall, R. V. Managing Behavior 3 - Behavior Modification: Applications in School and Home.	☐	☐	☐	☐
Watson, L. S. A Manual for Teaching Behavior Modification Skills to Staff.	☐	☐	☐	☐

ADDITIONAL:

57

INSTRUCTOR'S EVALUATION OF
LEARNING OBJECTIVES AND ACTIVITIES

BEHAVIOR ANALYSIS

OBJECTIVE 3 -- Describes techniques for shaping behavior	Appropriate	Inappropriate
3:1 Defines goal behavior	☐	☐
3:2 Describes the process of shaping	☐	☐
3:3 Describes the process of task analysis	☐	☐
3:4 Describes the process of task branching	☐	☐
3:5 Properly assess prerequisite skills	☐	☐

ADDITIONAL:

58

SUGGESTED LEARNING ACTIVITIES

READ:	Appro-priate	Inappro-priate	Available	Not Available	Did not Use
Watson, L. S. Child Behavior Modification: A Manual for Teachers, Nurses and Parents, Ch. 4 and 5.	☐	☐	☐	☐	☐

ADDITIONAL:

PARTICIPATE:					
Attend lecture/discussion.	☐	☐	☐	☐	☐
Have the students task analyze a behavior and organize the steps into a training program.	☐	☐	☐	☐	☐

OBJECTIVE 3, cont.

PARTICIPATE, cont.:	Appropriate	Inappropriate	Available	Not Available	Did not Use
Have the students task analyze a complete unit of behavior (such as dressing) and organize the analysis into a training form.	☐	☐	☐	☐	☐
Given a set of cards containing the components of a skill, the student must arrange the cards in the order one would instruct the skill.	☐	☐	☐	☐	☐
Given a case study of an individual child, the student must write an appropriate goal behavior for that child.	☐	☐	☐	☐	☐

ADDITIONAL:

VIEW:

ADDITIONAL:

PERFORMANCE CRITERIA	Appropriate	Inappropriate*	Needs Modification*
A. The student will list and describe the two components of shaping, successive approximation and chaining, as defined by Watson (ch. 4, pp. 39-48).	☐	☐	☐
B. The student will define in writing, goal behavior, as presented in Watson (ch. 5, p. 52).	☐	☐	☐
C. The student will complete the true-false, fill-in and essay tests on Ch. 4 & 5 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents with 90% accuracy.	☐	☐	☐

*If inappropriate or needs modification is checked, please state why and suggest an appropriate modification.

ADDITIONAL:

OBJECTIVE 3, cont.

SUPPLEMENTAL READING:	Appropriate	Inappropriate	Available	Not Available
Azrin, N. H. and Holz, W. C. "Punishment," in Honig, W. K. (ed). Operant Behavior: Areas of Research and Application.	☐	☐	☐	☐
Ferster, C. B. and Perrott, M. C. Behavior Principles, Ch. 3.	☐	☐	☐	☐
Watson, L. S. A Manual for Teaching Behavior Modification Skills to Staff.	☐	☐	☐	☐

ADDITIONAL:

INSTRUCTOR'S EVALUATION OF
LEARNING OBJECTIVES AND ACTIVITIES

BEHAVIOR ANALYSIS

OBJECTIVE 4 -- Describes the techniques for accelerating behavior	Appropriate	Inappropriate
4:1 Describes factors that influence the effectiveness of reinforcers	☐	☐
4:1:1 The specific reinforcer being used	☐	☐
4:1:2 The time interval between the occurence of the behavior and receiving reinforcement	☐	☐
4:1:3 How long the child has been deprived of the reinforcement	☐	☐
4:1:4 The size of the reinforcement	☐	☐
4:2 Describes classifications of reinforcement	☐	☐
4:3 Describes two functions of reinforcement	☐	☐
4:4 Describes token reinforcement	☐	☐

ADDITIONAL:

SUGGESTED LEARNING ACTIVITIES

READ:	Appro-priate	Inappro-priate	Available	Not Available	Did not Use
Watson, L. S. Child Behavior Modification: A Manual for Teachers, Nurses and Parents, Ch. 6 & 7.	☐	☐	☐	☐	☐

ADDITIONAL:

PARTICIPATE:					
List three items that are reinforcing to self.	☐	☐	☐	☐	☐
List two ways in which reinformcement can be made available, and describe the use of each.	☐	☐	☐	☐	☐

OBJECTIVE 4, cont.

PARTICIPATE, cont.,:	Appropriate	Inappropriate	Available	Not Available	Did not Use
Complete standardized true-false, fill-in and essay tests on chapters 6 and 7 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents.	☐	☐	☐	☐	☐

ADDITIONAL:

VIEW:

ADDITIONAL:

PERFORMANCE CRITERIA	Appropriate	Inappropriate*	Needs Modification*
A. The student will write a definition of reinforcement, including what determines a reinforcer and when it is delivered.	☐	☐	☐
B. The student will describe factors that influence reinforcement of a specific behavior.	☐	☐	☐
C. The student will identify two schedules of reinforcement and the appropriate use of each schedule.	☐	☐	☐
D. The student will list two functions that reinformcement serves, as presented in Watson.	☐	☐	☐
E. The student will complete the true-false, fill-in, and essay tests on chapters 6 and 7 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents, with 90% accuracy.	☐	☐	☐

*If inappropriate or needs modification is checked, please state why and suggest an appropriate modification.

ADDITIONAL:

OBJECTIVE 4, cont.

SUPPLEMENTAL READING:	Appropriate	Inappropriate	Available	Not Available
Ferster, C. B. and Skinner, B. F. Schedules of Reinforcement.	☐	☐	☐	☐
Ripp, A. C., Klett, S. Z., Sosebee, L. H. and Speir, N. C. "Differential Effects of Four Token Conditions on Rate and Choice of Responding in a Matching-to-Sample Task." American Journal of Mental Deficiency, 1975, 80, no. 1.	☐	☐	☐	☐
Walker, J. E. and Shea, T. M. Behavior Modification: A Practical Approach for Educators.	☐	☐	☐	☐
Watson, L. S. A Manual for Teaching Behavior Modification Skills to Staff.	☐	☐	☐	☐

ADDITIONAL:

INSTRUCTOR'S EVALUATION OF
LEARNING OBJECTIVES AND ACTIVITIES

BEHAVIOR ANALYSIS

OBJECTIVE 5 -- Describes techniques for decelerating behavior	Appropriate	Inapproriate
5:1 Identifies basic needs which, left unsatisfied, might result in undesirable behavior	☐	☐
5:2 Identifies three methods for dealing with frustration	☐	☐
5:3 Identifies three methods for dealing with undesirable behavior	☐	☐

ADDITIONAL:

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SUGGESTED LEARNING ACTIVITIES

READ:	Appro-priate	Inappro-priate	Available	Not Available	Did not Use
Watson, L. S. Child Behavior Modification: A Manual for Teachers, Nurses and Parents, Ch. 8.	☐	☐	☐	☐	☐

ADDITIONAL:

PARTICIPATE:					
Attend lecture/discussions.	☐	☐	☐	☐	☐
Complete standardized true-false, fill-in and essay tests on chapter 8 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents.	☐	☐	☐	☐	☐

ADDITIONAL:

CTIVE 5, cont.

VIEW:

ADDITIONAL:

PERFORMANCE CRITERIA

	Appropriate	Inappropriate*	Needs Modification*
A. The student will list at least six of eight basic needs of a person which, left unsatisfied, might result in an undesirable behavior, as presented by Watson (ch. 8, pp. 88-89).	☐	☐	☐
B. The student will list three methods for dealing with problems of frustration, Watson (ch. 8, pp. 88-89).	☐	☐	☐
C. The student will define and give one example for five methods for dealing with undesirable behavior as presented by Watson (ch. 8, pp. 90-95).	☐	☐	☐
D. The student will complete the true-false, fill-in and essay tests of Child Behavior Modification: A Manual for Teachers, Nurses and Parents, (ch. 8).	☐	☐	☐

*If inappropriate or needs modification is checked, please state why and suggest an appropriate modification.

ADDITIONAL:

SUPPLEMENTAL READING:	Appro-priate	Inappro-priate	Available	Not Available
Corte, H. E., Wolf, M. M. and Locke, B. J. "A Comparison of Procedures for Eliminating Self-Injurious Behavior of Retarded Adolescents." Journal of Applied Behavior Analysis, 1971, 4, pp. 201-213.	☐	☐	☐	☐
Epstein, L. H., Doke, L. A., Sojwaj, T. E., Sorrell, S. and Remmer, B. "Generality and Side Effects of Overcorrection." Journal of Applied Behavior Analysis, 1974, 7, pp.385-390.	☐	☐	☐	☐

OBJECTIVE 5, cont.

SUPPLEMENTAL READING, cont.:	Appropriate	Inappropriate	Available	Not Available
Foxx, R. M. and Azrin, N. H. "The Elimination of Autistic Self-Stimulatory Behavior by Overcorrection." Journal of Applied Behavior Analysis, 1973, 6, pp. 1-14.	☐	☐	☐	☐
Foxx, R. M. and Azrin, N. H. "Restitution: A Method of Eliminating Aggressive-Disruptive Behavior of Retarded and Brain Damaged Patients." Behavior Research and Therapy, 1972, 10, 15-27.	☐	☐	☐	☐
Gardner, W. I. "Use of Punishment Procedures with the Severely Retarded: A Review." American Journal of Mental Deficiency, 1969, 74, pp. 86-103.	☐	☐	☐	☐
Jackson, G. M., Johnson, C. R., Ackron, G. S. and Crowley, R. "Food Satiation as a Procedure to Decelerate Vomiting." American Journal of Mental Deficiency, 1975, 80, no. 2, pp. 223-227.	☐	☐	☐	☐
Lucero, W. J., Frieman, J., Spoering, K. and Fehrenbacher, J. "Comparison of Three Procedures in Reducing Self-Injurious Behavior." American Journal of Mental Deficiency, 1976, 80, no. 5, pp. 548-554.	☐	☐	☐	☐
Miller, L. K. Principles of Everyday Behavior Analysis.	☐	☐	☐	☐
Peterson, R. F. and Peterson, L. R. "The Use of Positive Reinforcement in the Control of Self-Destructive Behavior in a Retarded Boy." Journal of Experimental Child Psychology, 1968, 6, no. 3, pp. 351-360.	☐	☐	☐	☐
Watson, L. S. A Manual of Teaching Behavior Modification Skills to Staff.	☐	☐	☐	☐

ADDITIONAL:

INSTRUCTOR'S EVALUATION OF
LEARNING OBJECTIVES AND ACTIVITIES

BEHAVIOR ANALYSIS

OBJECTIVE 6 -- Describes procedures for establishing stimulus control	Appropriate	Inappropriate
6:1 Describes stimulus control factors	☐	☐
6:2 Describes fading techniques	☐	☐
6:3 Describes prompting techniques	☐	☐

ADDITIONAL:

SUGGESTED LEARNING ACTIVITIES

READ:	Appropriate	Inappropriate	Available	Not Available	Did not Use
Watson, L. S. Child Behavior Modification: A Manual for Teachers, Nurses and Parents, ch. 9.	☐	☐	☐	☐	☐

ADDITIONAL:

VIEW:

ADDITIONAL:

PERFORMANCE CRITERIA

	Appropriate	Inappropriate*	Needs Modification*
A. The student will describe how stimulus control relates to behavior.	☐	☐	☐
B. The student will describe how stimulus control develops.	☐	☐	☐

OBJECTIVE 6, cont.

PERFORMANCE CRITERIA, cont.	Appropriate	Inappropriate*	Needs Modification*
C. The student will list three types of prompts used in training, and the order in which they are used.	☐	☐	☐
D. The student will describe techniques for fading prompts in a training program.	☐	☐	☐
E. The student will complete the true-false, fill-in and essay tests on chapter 9 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents, with 90% accuracy.	☐	☐	☐
F. The student will correctly apply the procedures in a role play situation.	☐	☐	☐

*If inappropriate or needs modification is checked, please state why and suggest an appropriate modification.

ADDITIONAL:

SUPPLEMENTAL READING:	Appro-priate	Inappro-priate	Available	Not Available
Terrace, H. S. "Stimulus Control," in Honig, W. K. (ed). Operant Behavior: Areas of Research and Application.	☐	☐	☐	☐

ADDITIONAL:

Hu[illegible] Service Technician Project
Boise State University

INSTRUCTOR'S EVALUATION OF
LEARNING OBJECTIVES AND ACTIVITIES

BEHAVIOR ANALYSIS

OBJECTIVE 7 -- Applies behavior modification principles in a practical setting	Appropriate	Inappropriate
7:1 Demonstrates behavior modification techniques in a role-playing situation	☐	☐
7:2 Uses behavior modification techniques in specific training	☐	☐
7:3 Accurately records baseline data for specific behavior	☐	☐
7:4 Uses specific data sheets correctly	☐	☐
7:5 Identifies inconsistent or inappropriate training procedures and updates (reorganizes) training program to better meet the needs of clients	☐	☐

ADDITIONAL:

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SUGGESTED LEARNING ACTIVITIES

READ:	Appro-priate	Inappro-priate	Available	Not Available	Did not Use
Watson, L. S. Child Behavior Modification: A Manual for Teachers, Nurses and Parents, ch. 9 and 10.	☐	☐	☐	☐	☐

ADDITIONAL:

PARTICIPATE:					
Attend lecture/disucssion.	☐	☐	☐	☐	☐
Observe a simulated training session and locate at least two errors in preparing the training area.	☐	☐	☐	☐	☐

OBJECTIVE 7, cont.

PARTICIPATE, cont.:	Appro-priate	Inappro-priate	Available	Not Available	Did not Use
Demonstrate the prompt fading procedure.	☐	☐	☐	☐	☐
Role-play the training sequence including the presentation of the cue, charting response including no response, incorrect response, poor approximation and correct response and reinforcing appropriate behavior.	☐	☐	☐	☐	☐
Complete standardized true-false, fill-in and essay tests on chapter 9 and 10 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents.	☐	☐	☐	☐	☐

ADDITIONAL:

VIEW:

ADDITIONAL:

PERFORMANCE CRITERIA	Appropriate	Inappropriate*	Needs Modification*
A. The student will meet 95% criterion on the training proficiency scale in a role-playing situation.	☐	☐	☐
B. The student will meet 95% criterion on the training proficiency scale in a regular training session.	☐	☐	☐
C. Given a role-playing demonstration, the student will correctly record baseline data, using the intensive procedure presented in the student manual.	☐	☐	☐
D. Given a case study, the student will correctly fill out a qualitative data sheet, as presented in the student manual.	☐	☐	☐

OBJECTIVE 7, cont.

PERFORMANCE CRITERIA, cont.	Appropriate	Inappropriate*	Needs Modification*
E. The student will list the three components of training to be analyzed for updating, as presented in the student manual.	☐	☐	☐
F. The student will complete the true-false, fill-in and essay tests over chapter 9 and 10 of Child Behavior Modification: A Manual for Teachers, Nurses and Parents.	☐	☐	☐

*If inappropriate or needs modification is checked, please state why and suggest an appropriate modification.

ADDITIONAL:

SUPPLEMENTAL READING:	Appro-priate	Inappro-priate	Available	Not Available
Kazdin, A. E. Behavior Modification in Applied Settings, pp. 86-104.	☐	☐	☐	☐
Watson, L. S. How to Use Behavior Modification with Mentally Retarded and Autistic Children: Programs for Administrators, Parents, Teachers and Nurses.	☐	☐	☐	☐
Watson, L. S. A Manual for Teaching Behavior Modification Skills to Staff.	☐	☐	☐	☐

Human Service Technician Project
Boise State University

INSTRUCTOR'S EVALUATION
OF
ENTIRE MODULE

MODULE _____ INSTRUCTOR _____

1. Is the content of this module representative of current theories in the field? If not, please explain why.

2. Is the content of the modules appropriate for the population being trained? If not, explain why.

3. Were the objectives stated clearly? If not, explain why.

4. Were the objectives properly sequenced? If not, explain why.

5. Were the learning objectives appropriate for the population being trained? If not, explain why.

6. Was enough detail included in the description of the participation activities to easily carry these out?

7. Were the performance criteria items representative of material in the lecture? If not, why?

8. Were performance criteria items comprehensive of major points? If not, why?

9. Was enough detail included in the modules?

10. Would you recommend making any part of the modules more detailed or more general? If so, please explain.

11. What additional information does one need to use the modules effectively?

12. What suggestions would you make to improve the format (layout and design) of the modules?

13. What suggestions do you have for the overall improvement of the modules?

Human Service Technician Program
Boise State University

Objective # _____

EVALUATION
OF
OBJECTIVE UNIT

1. The content of this unit has been helpful to me in working with clients.

   Strongly agree Agree Undecided Disagree Strongly disagree

2. Describe how you have been able to use the information in working with clients.

3. The content of this course has been helpful to me in working with the staff to plan and provide training for the clients.

   Strongly agree Agree Undecided Disagree Strongly disagree

4. Describe how you have been able to use the information in working with the staff to plan and provide training for clients.

5. Which learning activities (readings, films, worksheets, role playing, etc.) were most helpful?

6. Which learning activities (readings, films, worksheets, role playing, etc.) were least helpful?

7. Which topics were confusing or incomplete?

8. What topics should be added to the modules to make them more helpful?

9. Comments:

Human Services Technician Project
Boise State University

READING EVALUATION

Name of Reading Selection:_____

_____

Did the content of this article apply to the learning objectives being covered by your class? ☐ Yes ☐ No

Did this article: (check all those that apply)

- ☐ Supply new information
- ☐ Provide good examples of concepts being presented
- ☐ Provide a point of view that made you sympathetic

How would you rate this article?

Interesting	1	2	3	4	5	Boring
Useful	1	2	3	4	5	Useless
Easy to understand	1	2	3	4	5	Difficult to understand

Do you recommend including this article in the inservice training modules?

_____

_____

_____

_____

_____

Human Services Technician Project
Boise State University

FILM EVALUATION

Name of film _____

_____

Did the content of this film apply to the current learning objectives being covered by your class? ☐ Yes ☐ No

Did this film: (check all those that apply)

- ☐ Supply New Information
- ☐ Give more information than covered in classroom lecture
- ☐ Provide good examples of concepts being presented
- ☐ Provide a point of view that made you sympathetic
- ☐ Cover the exact same content as class lectures--no differences

Was the sound and picture quality of this film:

- ☐ Acceptable
- ☐ Unacceptable, because _____

_____

Did you find this film:

- ☐ Boring
- ☐ O.K.
- ☐ Interesting

Comments: _____

_____

_____

Human Service Technician Project
Boise State University

SPECIALIST'S MODULE REVIEW

Reviewer _____ Date _____

Module _____

1. Does the content of the module reflect current theories and practices in the field?

2. Do the objectives include all major content that should be covered in this area relative to the training audience? List any additional content areas that should be included. Are there any content areas that you feel are receiving too much attention?

3. Do references adequately reflect the literature and resources available?

4. Are the Learning Activities (readings, films, participation activities) appropriate for the audience for which they are intended?

5. Are the Learning Activities (readings, films, participation activities) contained in this module sufficient to teach the desired objectives?

Readings:

Films:

Participation Activities:

6. Are the Performance Criteria items well specified and reflective of the objectives?

7. Do the Performance Criteria items reflect trainees' ability to understand or perform skills?

8. Is the Instructor Guide at the end of the module helpful? Is this the most appropriate place for this information?

9. Is appropriate terminology used throughout the module?

10. Is the module logically organized?

11. Is the module clearly written?

Human Service Technician Project
Boise State University

SPECIALIST'S OVERALL REVIEW

Reviewer _____ Date _____

1. Attached are the 36 competencies around which the modules are developed. Do they, in your opinion, appear to be valid, comprehensive, and reflective of the skills a paraprofessional should possess when working with severely handicapped?

2. Do you feel the objectives stated in the modules reflect the competencies identified?

3. Are the guidelines for using these modules clear and easy to understand?

4. Are the modules clearly written?

5. Is the terminology consistent throughout the modules?

6. Does the graphic work and layout of the modules contribute to the attractiveness, organization and usability of the modules?

7. What do you feel are the strengths of these modules?

8. What do you feel are the weaknesses of these modules?

Human Service Technician Project
Boise State University

GRADUATE CONTACT

Name _____ Date _____

Location _____ Phone _____

Modules Taken _____

_____

Identify:
1. Who you are
2. To what training you are referring
3. Why you are asking questions

_____

_____

_____

1. What were the most important topics covered?

2. If one topic had to be deleted, which would you recommend?

3. Which learning activities (readings, films, worksheets, role playing, etc.) were most helpful?

4. Which learning activities (readings, films, worksheets, role playing, etc.) were least helpful?

5. Which topics were confusing or incomplete?

6. What topics should be added to the modules to make them more helpful?

7. Do you think what you have learned in this module will help you in your job?

   Why?

GRADUATE CONTACT, cont.

8. What general comments do you have about the modules and the training you received?

9. If Boise State University were to offer an associate degree for Direct Care Workers, would you be interested in pursuing such a degree?

Thank you for your assistance. You have been most helpful.

Human Service Technician/In-Service Training

Trainee Data

NOTE: In order to provide statistical data on the trainees enrolled in the Boise State University Human Service Technician Program, we ask that all students enrolling in any of the classes fill out the following form. Your cooperation is appreciated.

EMPLOYEE INFORMATION:

A. Name_____

B. Semester: _____Fall _____ Spring _____Summer 19__

C. Date of entry into program_____

D. Position_____

E. Work location_____

F. Years of experience in service to handicapped_____ _____

G. Length of employment with D.H.W. _____years

H. Sex_____ Age_____

I. Race or ethnicity_____

J. Certification, licenses or registration attained_____

_____

K. Class standing (circle one) F. SOPH. JR. SR.

L. Future Professional plans:

Continue service to the handicapped _____yes _____ no
If, yes, in what capacity?_____

_____

Continue education? _____ yes _____ no
If yes, in what field?_____

_____

Other (please specify)_____

_____

M. Reason for taking this class_____

_____

N. If an Associate Degree were offered by Boise State University, would you be interested in pursuing a degree?_____

SURVEY

Please take just a minute to quickly respond to the following comments.

1. Most of the residents at ISSH are here because their parents do not care about them.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

2. The most important person on the Treatment Team is the psychologist.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

3. When talking to the residents at ISSH you should speak to them as you would young children.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

4. One of the purposes of an institution such as ISSH is to protect society from the severely handicapped.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

5. A person's actions communicate as much as his/her language.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

6. If a Therapy Technician in a classroom feels a program is inappropriate he/she should talk to the teacher about it.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

7. Volunteers working at ISSH provide a valuable service.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

8. If a resident does not talk, or make noises, it is impossible to know whether she/he understands you.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

9. Parents should participate in the Treat Plan.

STRONGLY AGREE 1 2 3 4 5 STRONGLY DISAGREE

SURVEY cont.

10. Residents should be as protected as possible.

STRONGLY AGREE	1	2	3	4	5	STRONGLY DISAGREE

11. Psychologist, Speech Therapist, and Nurses are often able to give helpful practical suggestion for caring and programming for residents.

STRONGLY AGREE	1	2	3	4	5	STRONGLY DISAGREE

THE PURDUE RATING SCALE FOR INSTRUCTION

H. H. Remmers and D. N. Elliott

Note to Instructors: In order to keep conditions as nearly uniform as possible, it is imperative that no instructions be given to the students. The rating scale should be passed out without comment at the beginning of the period.

Note to Students: Following is a list of qualities that, taken together, tend to make any instructor the sort of instructor that he is. Of course, no one is ideal in all of these qualities, but some approach this ideal to a much greater extent than do others. In order to obtain information which may lead to the improvement of instruction, you are asked to rate your instructor on the indicated qualities by darkening one of the spaces on the line at the point which most nearly describes him with reference to the quality you are considering. For example, under Interest in Subject if you think your instructor is not as enthusiastic about his subject as he should be, but is usually more than mildly interested darken the space indicated thus: Fill the chosen space solidly with the special electrographic pencil; leave no stray marks.

Interest in Subject	Always appears full of his subject.	Seems mildly interested.	Subject seems irksome to him.

Name of Instructor_____ Course_____ Date_____

This rating is to be entirely impersonal. Do not sign your name or make any other mark on the paper which could serve to identify the rater.

1. Interest in Subject	Always appears full of his subject.	Seems mildly interested.	Subject seems irksome to him.
2. Sympathetic Attitude toward Students	Always courteous and considerate.	Tries to be considerate but finds it difficult at times.	Entirely unsympathetic and inconsiderate.
3. Fairness in Grading	Absolutely fair and impartial to all.	Shows occasional favoritism.	Constantly shows partiality.
4. Liberal and Progressive Attitude	Welcomes differences in viewpoint.	Biased on some things but usually tolerant.	Entirely intolerant, allows no contradiction.
5. Presentation of Subject Matter	Clear, definite and forceful.	Sometimes mechanical and monotonous.	Indefinite, involved, and monotonous.
6. Sense of Proportion and Humor	Always keeps proper balance; not over-critical or over-sensitive	Fairly well balanced.	Over-serious; no sense of relative values.
7. Self-reliance and Confidence	Always sure of himself; meets difficulties with poise.	Fairly self-confident; occasionally disconcerted.	Hesitant, timid, uncertain.
8. Personal Peculiarities	Wholly free from annoying mannerisms.	Moderately free from objectionable peculiarities.	Constantly exhibits irritating mannerisms.
9. Personal Appearance	Always well groomed; clothes neat and clean.	Usually somewhat untidy; gives little attention to appearance.	Slovenly; clothes untidy and ill-kept.
10. Stimulating Intellectual Curiosity	Inspires students to independent effort; creates desire for investigation.	Occasionally inspiring; creates mild interest.	Destroys interest in subject; makes work repulsive.

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Div. Educational Reference Form 1

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Note to Students: Following is a list of factors which are important to many courses but over which the instructor often has little control. You are asked to rate the course on each of the factors by darkening one of the spaces at the right of each statement. Use the special electrographic pencil. Leave no stray marks.

	5	4	3	2	1
If the course is **extremely poor** with respect to the factor darken space 1, thus:					■
If the course is **below average** with respect to the factor darken space 2, thus:				■	
If the course is **average** with respect to the factor darken space 3, thus:			■		
If the course is **above average** with respect to the factor darken space 4, thus:		■			
If the course is **excellent** with respect to the factor darken space 5, thus:	■				

For example: If you feel that the course is not contributing very much to the attainment of your ultimate goal; but on the other hand, is not a complete waste of time you would probably respond to item number 20 by darkening space 2, thus:

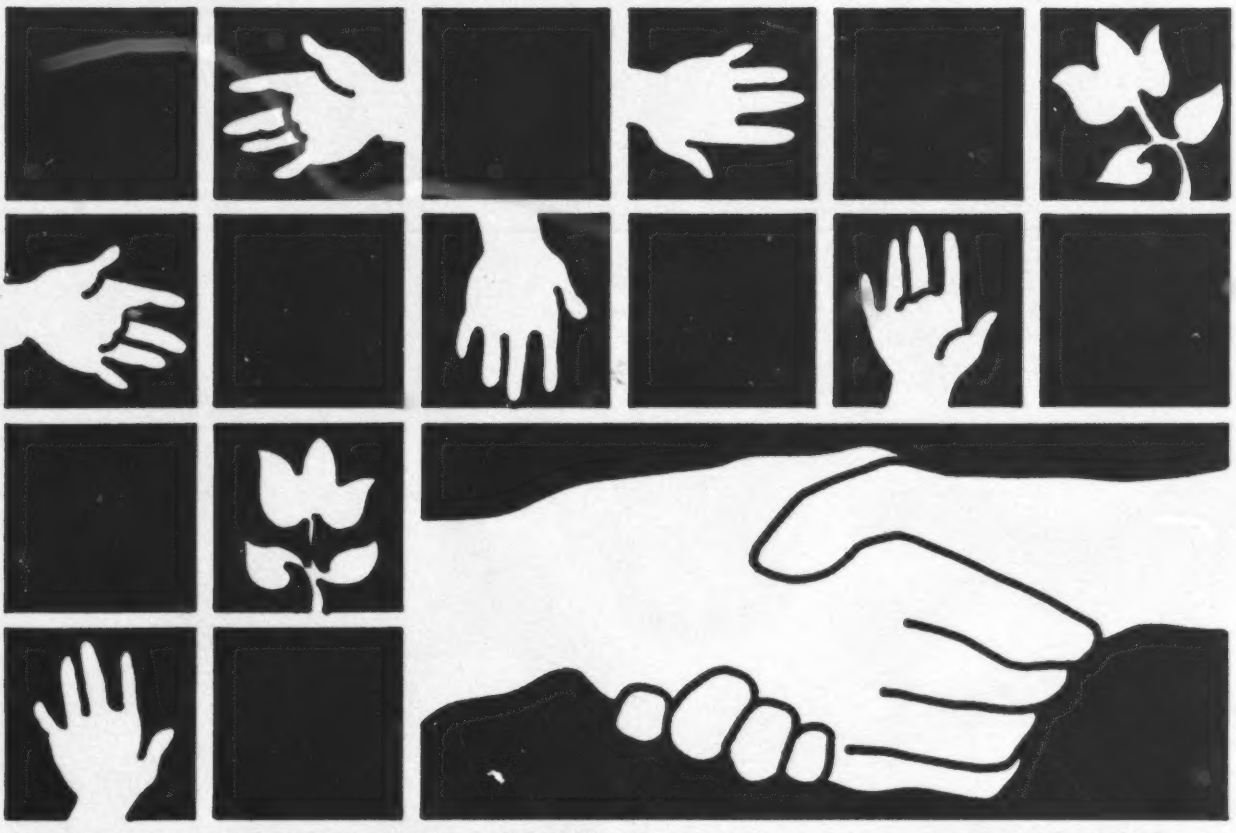
	5	4	3	2	1
20. How the course is fulfilling your needs (consider your ultimate as well as your immediate goals)				■	

	5	4	3	2	1
11. Suitability of the method or methods by which subject matter of the course is presented (recitation, lecture, laboratory, etc.)					
12. Suitability of the size of the class (consider the subject matter and type of class—lecture, lab., etc.)					
13. The degree to which the objectives of the course were clarified and discussed					
14. The agreement between the announced objectives of the course and what was actually taught					
15. Suitability of the reference materials available for the course					
16. Suitability of the laboratory facilities available for the course					
17. Suitability of the assigned textbook					
18. The use made of tests as aids to learning					
19. Amount of freedom allowed students in the selection of the materials to be studied (considering the subject matter)					
20. How the course is fulfilling your needs (consider your ultimate as well as your immediate goals)					
21. Range of ability in the class (are there too many extremely dull or extremely bright students?)					
22. Suitability of the amount and type of assigned outside work					
23. The weight given to tests in determining the final grade for the course					
24. Coordination of the tests with the major objectives of the course					
25. Frequency of tests					
26. The overall rating of the instructor					

APPENDIX D

APPENDIX E

HUMAN SERVICE TECHNICIAN PROJECT



DEPARTMENT OF TEACHER EDUCATION
BOISE STATE UNIVERSITY • BOISE, IDAHO

Statewide Inservice Training Programs for Paraprofessionals : A Selected Review

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A Selected Review

By Judy Secrist

Human Service Technician Project

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Department of Teacher Education
Boise State University

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PREFACE

This paper has resulted out of a search to seek alternate ways of designing inservice delivery systems. It is my hope that this information will assist others in rural states, and particularly those in Idaho, who are seeking to design delivery systems to provide statewide inservice training to papraprofessionals.

Judy Secrist

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INTRODUCTION

This paper reviews eight training models used in the delivery of statewide inservice to papaprofessionals in a rural state. Four of the models are from within the State of Idaho, the location of the Human Service Technician Project. The remaining four models are drawn from the states of Kansas, Indiana, Nebraska and South Dakota. The training models selected for review in the paper were selected because they met all four of the following criteria:

1. Inservice: The training was to be inservice for people already employed.
2. Statewide: The training had to be available to persons in all parts of the state.
3. Paraprofessionals: The target population for the training was to be paraprofessionals(persons trained to assist professionals).
4. Rural: The training had to be delivered in a state with a small population spread over a large geographic area.

Each training model was reviewed and analyzed in terms of persons trained, format, competency based, content, practicum, instructor qualifications, college credit, how trainees are evaluated, materials review process to update materials, trainee motivation and financial support.

PROJECT PROFILE

Name of Project: : Aid Training

Institution: Idaho State Department of Education

Contact Person: Fred Russell
Idaho State Department of Education
Len B. Jordan Building
Boise, Idaho
Phone (208) 384-3940

Developer: Gene Lund
Idaho Falls School District
690 John Adams Parkway
Idaho Falls, Idaho 83401
Phone (208) 522-7490

Persons Trained: Special education aides working in the public schools.

Format: The State Training Team (developer of materials through State Department of Education contract) train trainers who return to their district(s) to explain training to administrators and supervising teachers and provide direct training to the aides. Trainers are trained in two-day workshops held in each of the states 3 regions. They are introduced to the training model, provided workshop format and materials, and given suggestions to use in the training of the aides. In addition to directly training the aides, it is the trainers responsibility to work with the building principals and supervising teachers to explain the training program and inform them of the content. The principal assists the trainer in observing the aides in training for specific behaviors covered in the training. Once trainers have started training programs in their own district(s), there will be an additional regional meeting in which the state training team will provide additional suggestions and support to the school district trainers.

Competency Based: Aides are expected to complete a workbook demonstrating their knowledge of the material covered in the training. They are also to demonstrate specific skills to be observed by the trainer and/or principal.

Content:	Employee Information, Ethics and Confidentiality, Referral Process, Handicapping Conditions, Aides in the Regular Classroom, What Not To Be, Philosophy of Special Education, Teaching Learning Behaviors, Instructional Techniques, Keeping I.I.P's, Sequencing Instruction, Assessment, Severely Handicapped, Discipline.
Practicum:	The training is inservice for aides presently employed by school districts. Aides are observed on the job by the trainer and principal.
Instructor:	The trainer acts as an instructor in providing structured training sessions and observing and providing feedback.
Instructor Qualifications:	Willingness to provide training to aides and work with administrators and supervising teachers.
College Credit:	In the future this will probably be an option.
Materials:	The training is based upon the training model and materials developed by the State Training Team. The materials include trainer's guide, workbook, filmstrips and overheads, trainer's observation book and principals manual and observation book.
How Trainees Are Evaluated:	Both the trainer and the principal observe the aid performing skills covered in the training.
Review Process To Update Materials:	The State Training Team will adapt or extend the material in accordance to feedback received from the trainees.
Trainee Motivation:	Trainees will receive the training during their normal work hours. A certificate indicating they have completed the training will be issued by the state standards commission.
Financial Support:	Trainers are school district personnel who provide training as part of their salaried responsibilities. The State Training Team and the materials used are supported by Title VI E monies.

PROJECT PROFILE

Name of Project: Child Development Associate Consortium

Institution: Idaho STATO

Contact Person: Bruce Wixson, 1303 Fort Street, Boise, Idaho 83707, Ph. (208) 342-4666

Persons Trained: Persons working or training to work with young children in a preschool classroom (many are personnel from headstart centers)

Format: Trainees are trained by local field trainers utilizing materials developed by the Idaho State Office and C.D.A. projects in other states. Training is done on an individual basis through conferencing and observation. Trainer and student identify areas of highest need to begin initial instruction. Field trainers are trained by Idaho STATO Office in content areas and in observation and supervision techniques.

Competency Based: Six general competency areas have been identified on a national level. The six competency areas are broken into the following functional areas: Safety, Health, Environment, Physical Development, Cognitive Development, Language Development, Creativity, Self-concept, Individual Strength, Social Development, Group Management, Home/Center Coordination and Staff Coordination. Examples of indicators which would signal the trainee has developed competencies in the thirteen areas mentioned above help in assessing the trainees.

Content: Safety, Health, Environment, Physical Cognitive and Language Development, Creativity, Self-concept, Individual Strength, Social, Group Management, Home/Center Coordination, Staff Coordination.

Practicum: Trainees are either already on the job or must spend time teaching in a preschool program. Trainees are observed on the job by the field trainer.

Instructor: Instructors are referred to as field trainers and are local persons---center coordinators, etc., who provide training as part of their work load. It is suggested that field trainers be someone

other than the teacher the trainer is working directly under.

Instructor Qualifications:

Willingness to participate in STATO training and provide instruction and observation as outlined in STATO materials.

College Credit:

College credit is optional. Trainees may receive college credit upon completion of certain modules. If all modules are taken for credit, 30 credit hours would be generated, however few trainees find it necessary to take all the modules. Most trainees already have a number of the desired competencies and need to take training only in those areas in which they are weak. As the training materials and methods are developed in the STATO office, the state coordinator is listed as the instructor of record.

Materials:

A large volume of C.D.A. modules is used by the trainee and field trainer to direct training activities. Materials referenced in the modules are either available at the local center or through the STATO office.

How Trainees Are Evaluated:

As trainees move through the modules, the field trainer may sign off on competency indicators (i.e. specific behaviors indicating competency is an area). At the end of each module, the field trainer will check with the trainee to make sure they fully understand the concepts presented. A field trainer may elect to give the trainee a quiz over the content of the module.

Upon completion of all of the training, the trainee is evaluated by a Local Assessment Team (LAT) which includes (1) the trainee (2) the field trainer (3) a parent and (4) a member of the national CDA Consortium. The trainee develops a portfolio of his/her work in the thirteen functional areas. This, in addition to other assessment material, is used in evaluating the trainee and determining if the trainee is to receive the CDA Certificate.

Review Process To Update Materials: Training materials are updated, as needed, by the STATO office.

Trainee Motivation: Trainees receive a C.D.A. Certificate upon completion of the training. The training period generally lasts one to two years depending upon the skills the trainee possesses when entering the program. By 1980 all headstart programs are to have one C.D.A. person in each classroom. It is anticipated that as public awareness of the C.D.A. program increases, private preschool directors may seek a C.D.A. or C.D.A. employees as a public indicator of quality personnel.

Financial Support: Field trainers supervise trainees as part of their salaried workday. STATO has a federal grant of approximately $25,000 which supports a state coordinator, travel for the coordinator, travel for field trainers to receive training, purchase of training materials to place in local centers, purchase of materials for the state office and payment for college credit for those trainees desiring credit. Because no instructor fees are paid, students may receive college credit for the cost of the filing fee.

PROJECT PROFILE

Name of Project: Idaho Home Health Aid Training Project

Institution: Mountain States Health Corporation
1303 W. Fort
P. O. Box 6756
Boise, Idaho 83707

Contact Person: June Penner
Nursing Department
Boise State University
Boise, Idaho 83725

Persons Trained: Homemaker--Home Health Aides

Format: Local trainers are selected to provide training. These trainers will be trained in a statewide workshop held in Boise for three days. During the workshop the trainers will learn the principles of adult education and receive an orientation to the nationally developed HHHA curriculum. Once the trainers have completed the orientation, on-site training can begin. The 173 hour course can be completed in 13 weeks of 2-4 hours/day instruction, however, some agencies may wish to provide instruction on an alternate schedule, perhaps 3 days/week. Because of the work-learn nature of the course, flexibility must be allowed. However, in order to meet grant deadlines the training must be completed 6 months after the trainers are trained.

Competency Based: Training as presently designed is not based upon specific skill competencies.

Content: Homemaker--Home Health Aid Service, Working with People, Practical Knowledge and Skill in Home Management, Practical Knowledge and Skills in Personal Care, Application of Knowledge and Skills-Practicum.

Practicum: A practicum experience is included in the training and monitored by the local instructor.

Instructor: The instructor is a locally based nurse.

Instructor Qualifications:	The instructor is to be a R.N. or meet certain Level A requirements. If no Level A qualified person is available, a Level B qualified person would be accepted.
College Credit:	No college credit is given. Trainees will receive a certificate that they have completed a vocational education approved curriculum and a letter of endorsement will be sent to the Board of Nursing.
Materials:	A Model Curriculum and Teaching Guilde for the Instruction of the Homemaker-Home Health Aid, a nationally developed curriculum is used. Lesson plans for the classroom sessions outlined in the model curriculum include estimated time, introduction, expected outcomes (terminal behaviors), materials, discussion of content, references, and instructor activities (discussion, lecture, use of demonstration and sample exhibits).
How Trainees Are Evaluated:	Trainees are evaluated by their local trainers through written exams of knowledge and observation checklists of skills.
Review Process To Update Materials:	Curriculum is currently being field tested nationally. State coordinators have revised and expanded the materials as they feel appropriate.
Trainee Motivation:	Because of current medicare guidelines and anticipated changes in those guidelines, health agencies wish to have their employees trained and certified as Homemaker-Home Health Aides, as this is important in receiving medicare reimbursement.
Financial Support:	The activities are supported entirely by an Health, Education and Welfare Grant through Mountain States Health Corporation. The grant supports the coordinator's salaries, reimbursement for trainers' release time, travel for trainers to come to training in Boise, and training materials and supplies needed by the trainers and trainees.

PROJECT PROFILE

Name of Project: Surgical Technician Satellite Program

Institution: Vocational Technical School
Boise State University

Contact Person: Meryl Curtis
Health Occupations Department
Vocational Technical School
Boise State University
Boise, Idaho 83725
(208) 385-1441

Persons Trained: Nurses Aides currently employed in hospitals wishing to become surgical technicians.

Format: The trainees use modules and texts to study on an individual basis. A local R.N. acts as an instructor in demonstrating the skills needed and monitoring the trainees performance. The Program Coordinator from Boise State University makes a site visit every 2-4 months to observe the trainee.

Competency Based: Students are expected to demonstrate specific skills in addition to demonstrating background information through written tests.

Content: Orientation to Surgery Technology, Principles of O.R. Techniques, Introduction to The Clinical Area, Sterilization and Disinfection, Patient Care, Surgical Procedures.

Practicum: Trainees are employed in hospitals as aides. A R.N. supervises the trainees activities on the job.

Instructor: A R.N. at the local level serves as instructor. He/She assists students with any problems they may have in understanding theory presented in the modules and demonstrates skills expected of trainees.

Instructor Qualifications: Must be a R.N.

College Credit: Trainees do not receive actual college credit, however, records are maintained at the Boise State University Vocational/ Technical School indicating program completion.

Materials: Students use modules and texts.

How Trainees Are Evaluated: Trainees complete a written test at the end of each module to demonstrate knowledge of theory. The instructor uses an evaluation checklist to evaluate specific job skills.

Review Process To Update Materials: Usually done annually by Project Coordinator at Boise State University.

Trainee Motivation: Surgery Technician Certification. Usually provides for slight pay increase and more challenging work.

Financial Support: Trainees or their employers pay $118 plus matriculation fee and books. Instructors supervise as part of their salaried duties. Boise State University has a State Board of Vocational Education exemplary grant of $2,500 to provide for the coordinators' expenses--mostly used for travel, postage, and substitute pay.

PROJECT PROFILE

Name of Project: Coordinated Training Services for Direct-Service Staff in Community Based Programs for Developmentally Disabled Persons in Nebraska

Institution: Meyer Childrens Rehabilitation Institute
University of Nebraska Medical Center
444 South 44th Street
Omaha, Nebraska 68131
Phone: (402) 541-7814

Contact Person: Karen Faison

Persons Trained: Direct-service staff who work with developmentally disabled children and adults in an institution setting and/or community-based education, vocational, and residential programs.

Format: Local institutions (university or service agency) provide training in the form of coursework. MCRI provides assistance by coordinating training, and supporting persons at the local level who provide the coursework. MCRI develops and updates curriculum materials.

Competency Based: Yes

Content: Coursework in Human Growth and Development, General Psychology, Introduction to Exceptional Children, English Composition, First Aid, Personal and Community Health Methods, Special Health Problems, Residential Management and Strategies and numerous practicums.

Practicum: A local person supervises the practicum experience (on the job) using materials developed by MCRI.

Instructor: Instructors are local people at community colleges or service agencies. They receive training and support from MCRI.

Instructor Qualifications: If taken for college credits, instructor should have M.A.--often the director of a program is listed as the instructor of record.

College Credit: College credit is optional. Those who desire credit may receive it.

Materials: Curriculum materials are developed by MCRI to assure quality and continuity of the training.

How Trainees Are Evaluated: Students are evaluated by practicum supervisor using MCRI materials.

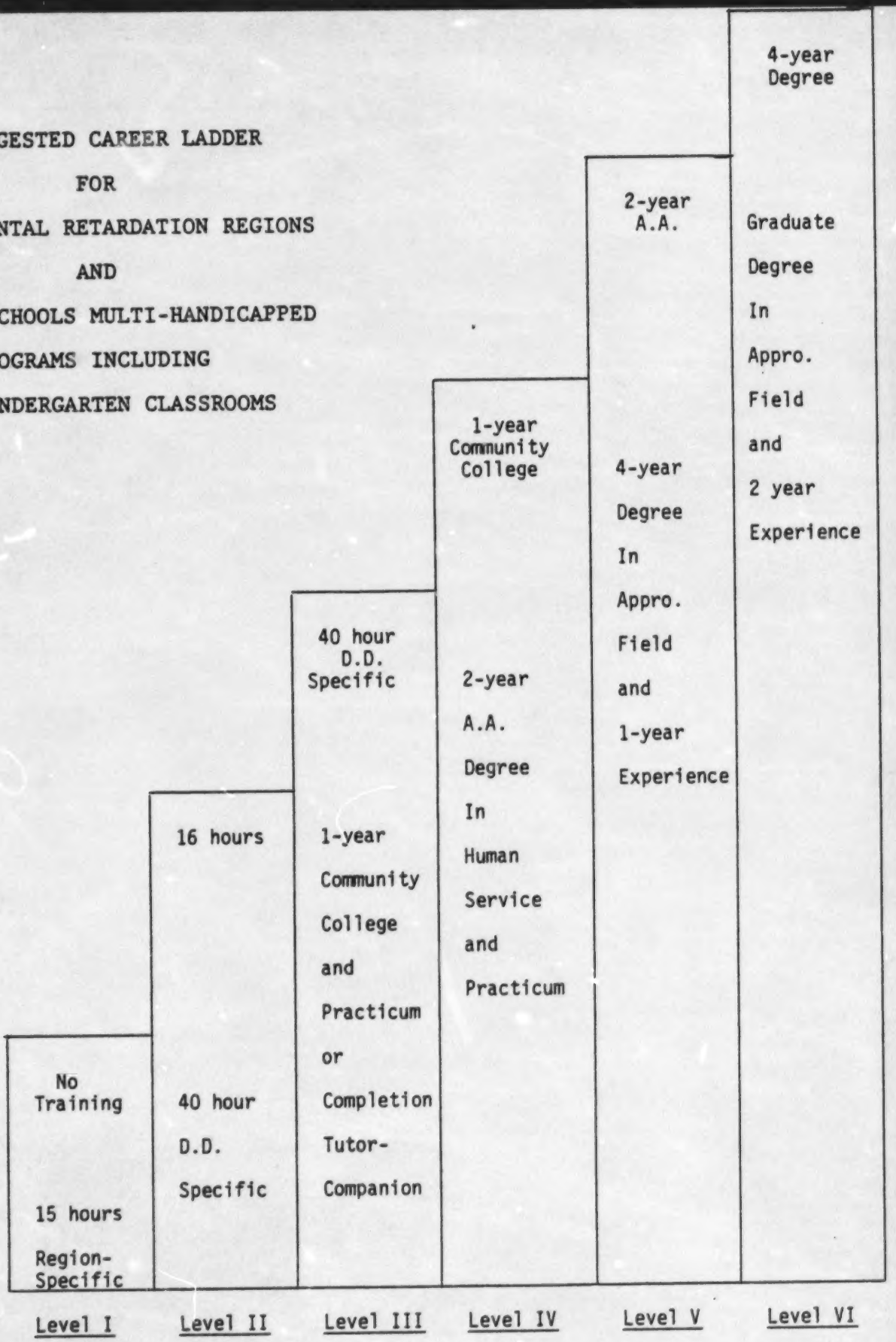
Review Process To Update Materials: Materials are reviewed and updated annually by MCRI staff at the university.

Trainee Motivation: Career Ladder (6 steps), See following page.

Level I-No training, 15 hours, Region specific
Level VI-4 year degree or graduate degree and
2 years experience
Pay is commensurate with level attained.

Financial Support: Local Trainers are funded by: (a) current salary-part of their job or (b) by tuition generated. Staff at MCRI are funded through Title XX funds.

SUGGESTED CAREER LADDER
FOR
STATE MENTAL RETARDATION REGIONS
AND
PUBLIC SCHOOLS MULTI-HANDICAPPED
PROGRAMS INCLUDING
PRE-KINDERGARTEN CLASSROOMS



PROJECT PROFILE

Name of Project:	Kansas Facilitator Model for Training Paraprofessionals
Institution:	Kansas State Department of Education Kansas State Education Building 120 E. 10th Street Topeka, Kansas 66612
Contact Person:	Phyllis Kelly
Persons Trained:	School district aides working in special education settings.
Format:	Facilitators from local school districts or cooperatives attend up to four, two day workshops returning to their districts to systematically train and communicate with paraprofessionals. Generally this is done through a workshop or by individual consultation.
Competency Based:	Training is not competency based. Facilitators are encouraged to identify competencies needed before planning training.
Content:	Topics for workshops include: Orientation to Total Program, Ethics and Standards, Interpersonal Relationships, Learning Atmosphere, Skill Areas, The Exceptional Child in the Regular and Special Classroom.
Practicum:	No structured practicum training at this time.
Instructor:	Facilitator trained by State Department of Education.
Instructor: Qualifications:	Able to communicate well with paraprofessionals.
College Credit:	Not at this time.
Materials:	Facilitators notebook, handouts received.
How Trainees Are Evaluated:	Facilitators evaluate teachers aides using the paraprofessional rating scale.
Review Process To Update Materials:	Materials being developed by State Department of Education (Still in development stage).

Trainee Motivation: Paraprofessional Permits--3 Levels.

Level I--Can start with no training. 20 clock hours, inservice or college courses

Level II-- (1)Two years experience
(2)30 semester hours of college credit or 450 clock hours of inservice or a combination of the two

Level III--(1)Three years experience
(2)60 semester hours of college credit or 900 clock hours of inservice or a combination of the two

Financial Support: Facilitators are paid through their normal salary. State Department of Education personnel (2) are supported through a VI-D project.

PROJECT PROFILE

Name of Project: Project Aspire

Institution: Indiana Department of Mental Health and Indiana University Developmental Training Center

Contact Person:

Priscilla Crawford
5 Indiana Square
Indianapolis, Indiana 46204
(317) 232-7804

Richard White
Indiana University Developmental
Training Center
2853 E. 10th Street
Bloomington, Indiana 47405
(317) 232-7804

Persons Trained: Persons providing direct care services to severely handicapped in state hospitals and in community programs (i.e., sheltered workshops, group homes)

Format: Trainers in local agencies use modules developed by The Indiana Developmental Training Center to train direct care staff. Local trainers may choose which modules to cover and the order in which they should occur. The length of time to cover a module ranges from 20 minutes to 10 hours. The amount of time spent in training and the frequency of its occurrence is a local decision. If trainees want to learn information not covered by the local trainer they may use the modules for individual self-study.

Competency Based: The modules are competency based and require written examination over knowledge competencies. Skill competencies are evaluated with an observational checklist.

Content: There are 130 modules in the areas of behavior management, human growth and development, advocacy, ethics, mental retardation, mental illness, program planning, nursing care, occupational and vocational therapy, recreation, socialization, and teaming.

Practicum:	Trainees are persons currently employed in mental health settings.
Instructor:	Instructor is local agency person in charge of staff development.
Instructor Qualifications:	None
College Credit:	Trainees can receive up to 28 hours of vocational/technical credit. Some four year colleges will accept these credits.
Materials:	The training is dependent upon modules developed by the Indiana University Developmental Center. These modules refer to teaching materials (texts, films, slide shows, etc.) which are available either regionally to trainers or through a state training center.
How Trainees Are Evaluated:	Trainees are given written quizzes over knowledge competencies at the end of each module. Skill competencies are also evaluated at the end of each module through an observational checklist.
Review Process To Update Materials:	The modules are updated by the Indiana Developmental Training Center.
Trainee Motivation:	Most training is provided during the workday. Training is desired as a matter of survival.
Financial Support:	Trainers receive their salary through local sources. The ASPIRE Project supports the staff at Indiana developing the modules, the printing and distribution of the modules and the purchase and distribution of supportive material.

PROJECT PROFILE

Name of Project: South Dakota Model for Training Staff in Community-Based Facilities

Institution:
Division of Training
Center for the Developmentally Disabled
University of South Dakota
Julian Hall
Vermillion, South Dakota 57069
(605) 677-5311

Contact Person: John P. Ziarnik or Gail S. Bernstein

Persons Trained: Direct care staff or case managers in residential facilities and adjustment-training centers

Format: A variety of services are available including:

Library Resource Center-Provides instructional materials and resources as well as current appropriate reference materials.

Behavior Analysis Workshop-Trainees travel to the center for a one week workshop in applied behavior analysis. Upon completion of the workshop, the trainee returns to his/her community based program and selects one client for implementation of a behavior change program. During the behavior change program the trainee may write or phone the center for support or assistance. Upon completion of the behavior change program (approximately 4 months) the trainee is to present some aspect of behavior analysis to other staff members in his/her facility. A representative from the Center for the Developmentally Disabled attends and critiques the lecture.

Curriculum Modules-Twenty-seven modules are available for on-site training by the Center staff. Example topics are: Case Management, Writing I.E.P's.

Technical Assistance-Technical assistance is available on an individual basis. Service delivery programs may ask for assistance in dealing with problems particular to their program.

Competency Based: Trainees in the Behavior Analysis Workshop are given a pre and post performance test. A video tape machine is used to record the trainee implementing a behavior change program both prior to training and upon completion of training.
Trainees involved in the inservice modules complete a written pre/post test of their knowledge of the content.

Content: Developmental Disabilities, Philosophy of Community Programming, Planning Community Programming, Organizational Issues Measurement of Behavior, Behavioral Programming and Curriculum Design

Practicum: Trainees are all direct care workers presently employed.

Instructor: Staff members of the Division of Training, University of South Dakota Center for the Developmentally Disabled serve as instructors.

Instructor Qualifications: At the present time all instructors hold doctorate degrees.

College Credit: Trainees completing the Behavior Analysis Workshop receive three college credits.

How Trainees Are Evaluated: Trainees completing the workshop modules are evaluated through a written pre/post test. Trainees completing the Behavior Analysis Workshop are evaluated through a pre/post performance test. Trainees are recorded on video implementing a behavior change program both before and after training.

Review Process To Update Materials: Materials are updated by the staff at the Center for the Developmentally Disabled based on informal feedback. At the present time five modules are being revised to be self-instructional modules.

Trainee Motivation: Trainees receive release time for training. In the case of trainees completing the Behavior Analysis Workshop, they are recognized as a staff person having expertise in applied behavior analysis and asked to present information to fellow staff members.

Financial Support: This training program is financed entirely by a BEH grant through the University of South Dakota Center for the Developmentally Disabled. The grant supports 2 F.T.E. positions and considerable travel.